DOCUMENT RESUME

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IDENTIFIERS	*Educational Information; *ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 267 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1995. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography;, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1968-1994) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone, fax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

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ED 395 595

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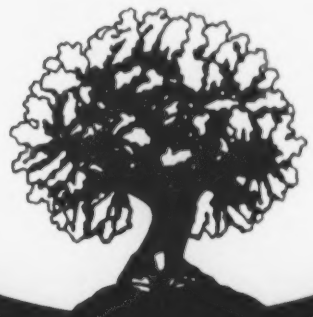
CLEARINGHOUSE PUBLICATIONS 1995



EDUCATIONAL RESOURCES INFORMATION CENTER

Office of Educational Research and Improvement

U.S. DEPARTMENT OF EDUCATION

IR055909

Educational Resources Information Center (ERIC)

Clearinghouse Publications

1995

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in *Resources in Education* (RIE) January-December 1995

May 1996

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Editors

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APPENDIXES

ERIC-at-a-Glance (ERIC system components graphically displayed) (ERIC Ready Reference #19)
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ERIC Document Reproduction Service (EDRS) — Order Form

Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education.

The ERIC database, the world's largest source of education information, contains more than 850,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support components, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, CompuServe, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1100 documents. RIE is published by the U .S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 900 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

ERIC Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-sixth bibliography in the series. All items in the series to date are listed below.

Accession Number of Bibliographies	Pages	Period Covered	Number of Items
1. ED-029 161	24 p.	FY 1968	149
2. ED-034 089	34 p.	FY 1969	240
3. ED-041 598	47 p.	FY 1970	366
4. ED-054 827	54 p.	FY 1971	416
5. ED-077 512	55 p.	FY 1972	415
6. ED-087 411	74 p.	FY 1973	396
7. ED-126 856	144 p.	FY 1974-75	534
8. ED-168 608	168 p.	FY 1976-1977 (through Dec. 1977)	600
9. ED-180 499	74 p.	JAN-DEC 1978	211
10. ED-191 502	58 p.	JAN-DEC 1979	159
11. ED-208 882	64 p.	JAN-DEC 1980	176
12. ED-224 505	72 p.	JAN-DEC 1981	173
13. ED-237 098	61 p.	JAN-DEC 1982	181
14. ED-246 919	52 p.	JAN-DEC 1983	117
15. ED-261 711	61 p.	JAN-DEC 1984	142
16. ED-271 125	62 p.	JAN-DEC 1985	176
17. ED-283 535	89 p.	JAN-DEC 1986	229
18. ED-295 685	86 p.	JAN-DEC 1987	239
19. ED-308 881	90 p.	JAN-DEC 1988	284
20. ED-321 774	82 p.	JAN-DEC 1989	256
21. ED-335 060	120 p.	JAN-DEC 1990	355
22. ED-348 053	96 p.	JAN-DEC 1991	262
23. ED-358 865	87 p.	JAN-DEC 1992	275
24. ED-369 420	111 p.	JAN-DEC 1993	267
25. ED-	69 p.	JAN-DEC 1994	211
26. ED-	—	JAN-DEC 1995	213
		TOTAL (1968-1995)	**7,042**

This bibliography covers the calendar year period from January through December 1995. It lists a total of 213 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than Clearinghouses, have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of ten Adjunct ERIC Clearinghouses: Art Education; Chapter 1 (Compensatory Education); Child Care; Civic Education, Clinical Schools; Consumer Education; ESL Literacy Education; Law-Related Education; Test Collection; and U.S-Japan Studies. During 1995, some of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Clearinghouse Accession Number

ED 654 321 CE 123 456

Author(s) → *Butler, Kathleen* *Smith, B. James*

Title → **Career Planning for Women.**

Institution. (Organization where document originated.) → Central Univ., Chicago, IL.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report Number—assigned by originator.

Report No. — ISBN-0-3333-5568-1; OERI-91-34

Date Published → Pub Date — May 92

Contract or Grant Number → Contract — RI900000

Descriptive Note (pagination first).

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).

Alternate source for obtaining document

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Language —English, Spanish

Journal Citation

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Informative Abstract

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.)

Abstractor's Initials → (SB)

ERIC CLEARINGHOUSE PUBLICATIONS [1]

STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1995)

CH	FY '68	FY '69	FY '70	FY '71	FY '72	FY '73	FY '74-'75	FY '76-DEC '77	JAN-DEC '78	JAN-DEC '79	JAN-DEC '80	JAN-DEC '81	JAN-DEC '82	JAN-DEC '83	JAN-DEC '84	JAN-DEC '85	JAN-DEC '86	JAN-DEC '87	JAN-DEC '88	JAN-DEC '89	JAN-DEC '90	JAN-DEC '91	JAN-DEC '92	JAN-DEC '93	JAN-DEC '94	JAN-DEC '95	TOTAL
AC	24	16	20	28	20	16															-						124
AL	2	7	11	11																							31
CE							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	27	19	29	342
CG	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	10	28	8	370
CS						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	21	19	26	490
EA	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	13	12	12	582
EC	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	17	11	12	636
EF	1	19	16																								36
EM	7	8	11	8	14	16																					64
FL	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	11	28	21	26	413
HE		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	16	17	10	425
IR							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	16	15	11	332
JC	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	11 [3]	9	11	456
LI		2	7	9	14	8																					40
PS	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	19	15	14	386
RC	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	13	6	10	359
RE	16	19	15	9	5																						64
SE	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	25	9	8	494
SO				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	10	11	10	274
SP		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	15	9	5	316
TE	3	7	32	24	26																						92
TM				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	9	2	10	204
UD	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	17	8	11	454
VT	11	18	30	39	42	18																					158
TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229 [2]	239	284	256	355	262	275	267	211	213	7,042

AC (Adult Education); **AL** (Linguistics); **CE** (Adult, Career, and Vocational Education); **CG** (Counseling and Student Services); **CS** (Reading, English, and Communication); **EA** (Educational Management); **EC** (Disabilities and Gifted Education); **EF** (Educational Facilities); **EM** (Educational Media and Technology); **FL** (Languages and Linguistics); **HE** (Higher Education); **IR** (Information and Technology); **JC** (Community Colleges); **LI** (Library and Information Sciences); **PS** (Elementary and Early Childhood Education); **RC** (Rural Education and Small Schools); **RE** (Reading); **SE** (Science, Mathematics, and Environmental Education); **SO** (Social Studies/Social Science Education); **SP** (Teaching and Teacher Education); **TE** (Teaching of English); **TM** (Assessment and Evaluation); **UD** (Urban Education); **VT** (Vocational and Technical Education)

[1] I.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.

[2] Digests (2 page publications) routinely included in RIE for first time in 1986.

[3] Does not include 8 older Digests announced during 1993

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page			Page
CE	Adult, Career, and Vocational Education	1	JC	Community Colleges	25
CG	Counseling and Student Services	6	PS	Elementary & Early Childhood Education	27
CS	Reading, English, and Communication	8	RC	Rural Education and Small Schools	30
EA	Educational Management	12	SE	Science, Mathematics, & Environmental Education	32
EC	Disabilities and Gifted Education	14	SO	Social Studies/Social Science Education	33
FL	Languages and Linguistics	16	SP	Teaching and Teacher Education	35
HE	Higher Education	21	TM	Assessment and Evaluation	36
IR	Information & Technology	23	UD	Urban Education	38

CE

ED 375 324 CE 067 495
Wolf, Mary Alice
Older Adults: Learning in the Third Age. Information Series No. 358.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—78p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN358, $7 plus $3.50 postage/handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Adult Learning, Age Differences, *Aging (Individuals), Cognitive Processes, Constructivism (Learning), Coping, *Educational Gerontology, *Lifelong Learning, Literature Reviews, *Older Adults, Psychological Characteristics, Sex Role, Social Adjustment, Social Development, Socioeconomic Influences

This review examines and synthesizes literature about persons over 60–the Third Age–particularly as they engage in learning. It spans the literature of psychology, sociology, gerontology, education, and other fields, connecting them through four constructs: the inner life, cognitive changes of aging, psychosocial development, and socioeconomic factors. The first section discusses the construct of meaning-making, how individuals come to make sense of their changing worlds by creating personal schemata. A discussion of life review materials is presented. The second section focuses on the literature of cognitive changes related to aging. It includes conceptual and data-based literature on learning, memory, and adaptation and presents some implications for practitioners and suggestions for further focus on cognition and the area of self-management. The third section explores psychosocial development, the basis for contemporary models of growth. It analyzes a variety of materials on such topics as rites of passage and gender and identity. The fourth section discusses some socioeconomic factors of aging that affect the need for learning. Studies of education for self-sufficiency, health, and financial management are explored. A summary of the literature review and speculation about the direction and structure of the field of educational gerontology conclude the review. Contains 256 references and a list of resources for program development. (YLB)

ED 376 272 CE 067 420
Lankard, Bettina A.
Career Education for Teen Parents. ERIC Digest No. 148.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-148
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Career Development, *Career Education, Daily Living Skills, *Early Parenthood, *Employment Potential, *Employment Programs, Job Skills, Job Training, Needs Assessment, Youth Programs
Identifiers—ERIC Digests

The demographic characteristics of teenaged parents reveal a majority who are aged 18-21, live in poverty, have dropped out of school, and are unemployed and unmarried. Their potential for high school graduation is often dependent upon their support network and life course adaptation. Employment patterns of teen parents show high unemployment and sporadic history for both sides. Given the educational, social, economic, and employment histories common among teenaged parents, career development is a priority for helping this group make the transition from adolescence to economic independence. A number of psychosocial factors have been identified as affecting the education and training of teen parents. Development of life skills has been suggested to help teen parents overcome the ramifications of their disadvantaged backgrounds. Several projects have been initiated to help teenaged parents in their transition to adulthood and economic independence: the Public/Private Ventures' Young Unwed Fathers Pilot Project, The Comprehensive Career Development Project for Secondary Schools in Tennessee, and the Adolescent Family Life Demonstration Projects. Three factors which greatly influence the implementation of the Adolescent Family Life employability programs and important across the other projects are: appropriateness of the program to the targeted population, the community network and influence, and after-care or post-program follow-up. Contains 6 references. (YLB)

ED 376 273 CE 067 421
Lankard, Bettina A.
Employers' Expectations of Vocational Education. ERIC Digest No. 149.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-149
Pub Date—94
Contract—RR93002001
Note—4p.; Update of ED 312 454.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Apprenticeships, Basic Skills, *Employer Attitudes, Employment Opportunities, Job Skills, Labor Market, Personnel Policy, *Personnel Selection, Postsecondary Education, Secondary Education, *Vocational Education, Youth Employment
Identifiers—ERIC Digests

Employers believe high school graduates have inadequate reading, writing, math, thinking, and communication skills. A declining number of good jobs for first-time workers can be attributed to employers' focus on retraining their remaining employees or in recruiting skilled and otherwise qualified workers who were laid off because of other organizations' downsizing efforts. A number of studies have been conducted to determine whether vocational education programs prepare students with those skills valued by employers. Most surveys in which employers compare employees who are vocational-technical graduates with general high school graduates reveal greater employer satisfaction with vocational-technical backgrounds. The appropriateness of the level of vocational-technical preparation desired by employers seems to vary depending upon the size of the organization each employer represents. Recommendations to ensure that vocational education will continue to deliver graduates who have the competencies demanded of the changing work force include teaching basic and technical skills and offering apprenticeship options. (Contains 10 references.) (YLB)

ED 376 274 CE 067 422
Imel, Susan
Job Search Skills for the Current Economy. ERIC Digest No. 150.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-150
Pub Date—94
Contract—RR93002001
Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Education, Career Information Systems, Career Planning, *College Graduates, Dislocated Workers, Economic Climate, Employment Opportunities, *Job Applicants, Job Application, *Job Search Methods, *White Collar Occupations
Identifiers—ERIC Digests

Even though the economy is recovering, recession and restructuring have permanently changed the way successful job searchers approach the task of finding employment. Many individuals who have been successful in their job search have adjusted the process to accommodate the recent recession and the continuing restructuring. Informal, external methods have taken on added importance as strategies for locating jobs. Those college students who have had positive job search outcomes used many of these strategies: they started early; they acquired job experience through internships and cooperative education; instead of waiting for employers to come to campus, they went directly to them; they made hunting for a job a full-time job; and they made use of all networks and connections. White-collar managers and employees who have successfully reentered the job market have often used these strategies: they approached their job search as if it were a full-time job; to tap into the hidden or unpublished job market, they made extensive use of their networks; they also used formal methods; and they turned to temporary or part-time work. The following conclusions are based on commonalities between contemporary job search strategies for new college graduates and for laid-off, white-collar workers: work experience pays off; finding a job must be thought of as a job; networking is essential; and use of information technology is the "wave of the future." (Contains 15 references.) (YLB)

ED 376 275 CE 067 423
Kerka, Sandra
Mandatory Continuing Education. ERIC Digest No. 151.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-151
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Adult Education, Competency Based Education, Job Performance, Lifelong Learning, *Professional Continuing Education, Professional Development, *Standards
Identifiers—ERIC Digests, *Mandatory Continuing Education

The chief arguments against mandatory continuing education for professionals (MCE) are as follows: it violates adult learning principles, MCE is punitive to those who participate voluntarily; evidence that it results in improved practice is lacking; programs are not consistently and uniformly available; and professionals should be accountable for effective performance, not participation. Proponents support MCE for a number of reasons: expecting voluntary participation is unrealistic, evidence suggests well-designed programs can influence effective practice, MCE provides equal access to a range of opportunities, and mandates are necessary to protect the public. Some feel the focus should be on improving content and delivery and consider competency-based standards the solution. Such standards are controversial because a mechanical approach that breaks down professional performance into discrete tasks or skills ignores higher-level aspects. Another flaw is the assumption that performance is individual, disregarding its context. An alternative to debating the mandatory issue or appropriateness of competency standards is to improve continuing professional education. It should be accessible, affordable, and of high standards; relevant to individual learning needs, applicable to practice, and designed for different learning styles; viewed as part of the lifelong learning continuum; link practitioner competence to the ideals of public service and accountability; and consider the professional as an adult learner. Contains 9 references. (YLB)

ED 377 311 CE 067 696
Lankard, Bettina A.
Cultural Diversity and Teamwork. ERIC Digest No. 152.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-152
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Education, Classroom Techniques, *Communication Skills, *Cross Cultural Training, *Cultural Differences, Educational Needs, *Educational Strategies, Skill Development, *Teamwork, *Vocational Education
Identifiers—ERIC Digests

In today's society, when increasing numbers of employees are being expected to work in teams and when cultural diversity is becoming commonplace in schools and workplaces, it is imperative that vocational and career educators prepare students for future interactions in a culturally diverse workplace. Communication differences between generations, genders, races, and cultures have been examined in recent best sellers and in professional publications in the field of education. The following strategies, which have been synthesized from publications dealing with various aspects/levels of education, are recommended for use by educators preparing students to interact with one another and work together in teams: nurture students' respect for other viewpoints, develop students' critical thinking skills, affirm the presence and validity of different learning styles, encourage equitable participation in the classroom, and emphasize the importance of teamwork in a multicultural society. Businesses and educators alike are recognizing the changing demographics of the labor force and are developing an awareness of the implications of changing customer profiles, staffing patterns, and student populations. The multicultural composition of the United States poses a challenge to educators; however, education for work in a multicultural society has significant value. (Contains 10 references.) (MN)

ED 377 312 CE 067 697
Wagner, Judith O.
Locating Nonprint Materials in Adult, Career, and Vocational Education. ERIC Digest No. 153.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-153
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Annotated Bibliographies, *Audiovisual Aids, *Career Education, Information Networks, Information Retrieval, *Information Seeking, Libraries, *Nonprint Media, Resource Centers, *Vocational Education
Identifiers—ERIC Digests

This ERIC digest contains information regarding finding videotapes, audiotapes, CD-ROMs, computer software, and other nonprint materials about and/or for use in adult, career, and vocational education. Discussed first are the benefits of networking. Resource centers, curriculum coordination centers, and libraries are discussed in terms of their potential as sources of nonprint materials. Forty-two producers of nonprint materials and publishers of directories and reviews of nonprint materials are listed along with their addresses, phone numbers, and the types of materials they produce and the aspects of adult, career, and vocational education covered in the materials. Concluding the digest is an annotated bibliography of six publications that list, discuss, and/or review nonprint materials in the fields of adult, career, and vocational education and that part of the ERIC database which is available through the ERIC Document Reproduction Service. (MN)

ED 377 313 CE 067 698
Imel, Susan
Guidelines for Working with Adult Learners. ERIC Digest No. 154.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-154
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Students, *Andragogy, *Classroom Environment, *Classroom Techniques, Educational Needs, *Equal Education, Needs Assessment, *Teacher Student Relationship
Identifiers—ERIC Digests

A review of Knowles' andragogical model (1984) and Pratt's writings (1988) on the appropriateness of learner-centered instruction established that, even though learners may need both direction and support, they can still be involved in designing/directing their own learning in meaningful ways. Adult educators can obtain information about the amount/type of direction learners require through needs assessments in which adult learners participate as partners. Adult educators can use the following strategies to create learning environments fostering a sense of support for and partnership with adult learners: capitalize on the first session, incorporate group work, break the traditional classroom routine, use humor, and support opportunities for individual problem solving. Because many adults have not previously experienced support or equality in the learning environment, they have often felt disconnected and disengaged from formal learning tasks. To engage such previously disengaged persons in the learning process, adult educators must take the following steps: consider their attitudes toward and knowledge about the variety of people they teach; think through the way they present their subjects or topics; and analyze their expectations for the potential of learners to ensure that they are not based on an individual's membership in a particular community. (MN)

ED 377 314 CE 067 699
Kerka, Sandra
Vocational Education in the Middle School. ERIC Digest No. 155.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-94-155
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, *Educational Objectives, Educational Practices, *Integrated Curriculum, Intermediate Grades, Junior High Schools, *Middle Schools, *Role of Education, *Vocational Education
Identifiers—ERIC Digests

Studies have confirmed that middle school students must learn to do the following: think about the future; recognize their responsibility for educational planning; broaden their aspirations beyond the stereotypes of gender, ethnicity, and socioeconomic level; develop and maintain self-esteem; develop complexity; understand how school relates to future life roles; and recognize the broad scope of work in the 21st century. Vocational education (VE) can help middle school students learn to do all these things; however, the high school model of VE cannot be imposed directly on middle schools. Instead, VE programs for middle schools must incorporate middle school concepts in the following ways: make exploration of life's work an integral part of the middle school core for learning to live and work in a culturally diverse world; reflect developmental needs by helping students recognize their interests, aptitudes, and abilities in age- and stage-appropriate ways; integrate vocational and academic education to promote intellectual development; and assist with development of social skills, personal values, and self-esteem through home economics/family life courses and the activities of vocational student or-

ganizations. Programs illustrating the application of these ideas are being implemented in New York, Wisconsin, North Carolina, and Illinois. (Contains 11 references.) (MN)

ED 378 350 CE 067 930
Imel, Susan
School-to-Work Transition. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Career Education, *Educational Objectives, *Educational Practices, *Educational Trends, *Education Work Relationship, Noncollege Bound Students, Printed Materials, Resource Materials, Secondary Education, *Transitional Programs, Trend Analysis, Youth Programs
School-to-work transition (SWT) programs are comprehensive programs to prepare young people for high-skill, high-wage careers and teach them the basic skills needed to pursue postsecondary education/lifelong learning. Interest in SWT programs has been stimulated by several factors, including declining U.S. competitiveness in the global market, the changing nature of the workplace, and passage of the School-to-Work Opportunities Act of 1994. Current Congressional efforts to streamline government may well result in a sharp reduction of the federal role in SWT efforts; however, SWT programs have gained great momentum in many states and will likely continue without strong federal leadership. Research has confirmed that SWT programs can serve a broad cross-section of students and provide access to college and other postsecondary options provided the extra resources and employer support/commitment needed to initiate/implement SWT programs are obtained. Among the issues surrounding SWT programs are whether business/industry has the resources to provide the required work-based learning experience and whether programs force youth to make career choices too early and place too much emphasis on preparing youth for occupations. (Included in this trend analysis are an annotated bibliography of 18 print resources and a list of 6 organizations concerned with SWT programs.) (MN)

ED 378 351 CE 067 931
Kerka, Sandra
The Changing Role of Support Staff. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Change, Clerical Occupations, *Emerging Occupations, *Employment Level, Employment Patterns, *Employment Qualifications, *Job Development, *Secretaries, Trend Analysis
As many organizations restructure, the role of support staff is also changing. Secretaries are under increased workloads and are assuming duties previously performed by management, such as budgeting, project coordination, and public relations. According to Professional Secretaries International, only 31% of its members bore the title "secretary" in 1993 compared to 46% in 1979. Technology has been a driving force behind many of the changes affecting secretarial/support staff positions. One researcher has concluded that technology is being used merely to automate traditional secretarial tasks rather than to expand secretaries' roles; however, other researchers have found few secretarial/support staff who feel that technology has reduced their opportunities or degraded their positions. Recent technological and organizational changes have, in fact, been credited with helping to increase the prestige and salaries of many support staff. Secretaries are not always compensated or promoted for assuming additional responsibilities, however. The increasing responsibilities being assumed by support staff are necessitating higher education and training, but formal training for technology and managerial/supervisory duties is somewhat lacking. (Included in this trend analysis are an annotated bibliography of 23 print resources and a list of 3 organizations concerned with secretarial occupations and recent developments affecting them.) (MN)

ED 378 381 CE 068 022
Katzman, Susan, Ed.
The Role of Career Education in School-to-Work Transition. Information Series No. 359.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—110p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 359, $8.75 plus $3.50 postage and handling; quantity discounts available).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Apprenticeships, Career Choice, *Career Education, Career Exploration, Career Guidance, *Career Planning, *Educational Practices, Educational Resources, *Education Work Relationship, Elementary Secondary Education, Models, Postsecondary Education, Program Implementation, Resource Centers, School Business Relationship
Identifiers—School to Work Opportunities Act 1994
This document contains nine papers exploring the school-to-work transition and the role of career education in smoothing that transition. The following papers are included in the first section, which sets the context for the role of career education: "The School-to-Work Opportunities Act and Career Education" (Pat Nellor Wickwire); "Strategies for Collaborative Efforts" (Susan Imel); "The Role of Career Planning in School-to-Work Transition" (Harry N. Drier). Two papers in the second section review general approaches to the transition: "Youth Apprenticeship" (Peter Joyce, Sandra Byrne); and "Career Academies" (Valerie Harris). The final section provides some program examples: "Elementary and Middle School Career Education" (Linda Gadd); "High School Career Education Program" (Pamela Collier); "Career Resource Centers" (Sara Walkenshaw and Jim Crain); and "Career Guidance" (Rebecca Dedmond). An annotated resource section lists 39 resources on school-to-work transitions, and the final section of the document contains 36 references. (KC)

ED 378 422 CE 068 141
Kerka, Sandra
High Performance Work Organizations. Myths and Realities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Employment Practices, *Job Performance, Organization, *Organizational Change, *Organizational Development, Organizational Objectives, *Personnel Management, Productivity, Total Quality Management, Trend Analysis, *Work Environment
Identifiers—*High Performance Work Organizations
Organizations are being urged to become "high performance work organizations" (HPWOs) and vocational teachers have begun considering how best to prepare workers for them. Little consensus exists as to what HPWOs are. Several common characteristics of HPWOs have been identified, and two distinct models of HPWOs are emerging in the United States. The lean production model relies on centralized coordination, top-down total quality management, and reengineering. The team production model calls for empowered workers making decisions and producing innovations. Estimates of the number of HPWOs vary widely from one study to the next. Perhaps one-fourth to one-third of U.S. firms have made some type of high performance changes. Another point of controversy is whether HPWOs are effective. Different studies have demonstrated different effects of HPWO practices on productivity, pay, and workers themselves. A few statements can safely be made about HPWOs, however. A growing minority of firms appears to be following the HPWO path. No one best way of becoming an HPWO is emerging, however, because not all high performance techniques apply to all types of work. Despite the various controversies surrounding HPWOs, the consensus is that workers should be prepared for them. (Contains 14 references.) (MN)

ED 378 423 CE 068 142
Lankard, Bettina A.
Tech Prep. Myths and Realities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Education, *Apprenticeships, *Articulation (Education), Definitions, Educational Legislation, *Educational Practices, *Educational Trends, Federal Legislation, High Schools, *Integrated Curriculum, Postsecondary Education, *Tech Prep, Trend Analysis, Two Year Colleges, *Vocational Education
Although development and implementation of tech prep education programs have been in progress since the Carl D. Perkins Act Amendments of 1990, several misconceptions about tech prep still exist. One such myth is that tech prep is an integration of academic and vocational education. In truth, although integration of academic and vocational education offers one strategy for developing students' academic and vocational competence, tech prep requires a new approach that gives consideration to the existence of different learning styles and the contextual learning as a way of enabling students to transfer knowledge from academic content to vocational applications and from school to the workplace. A second myth is that tech prep is an articulation agreement between high schools and colleges. Although articulation agreements between secondary and postsecondary schools are necessary to facilitate students' smooth transitions between high school and college, articulation between education and business is also crucial to facilitate transition from school to work in technical occupations. A third myth is that tech prep is a 2 + 2 program than cannot include formal apprenticeship training. Several successful examples of community colleges providing the essential components of traditional apprenticeships may be cited to refute this myth. Contains 5 references. (MN)

ED 381 688 CE 068 821
Kerka, Sandra
Techniques for Authentic Assessment. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Students, Career Education, Competency Based Education, Evaluation Criteria, *Evaluation Methods, *Performance Tests, Portfolio Assessment, Postsecondary Education, Secondary Education, *Student Evaluation, Vocational Education
Identifiers—*Authentic Assessment
Assessments are authentic when they have meaning in themselves—when the learning they measure has value beyond the classroom and is meaningful to the learner. Authentic assessments (AAs) address the skills and abilities needed to perform actual tasks. Perhaps the most widely used technique is portfolio assessment. Well-designed AAs demonstrate a rich array of what learners know and can do;

display products and processes of learning; are adaptable, flexible, ongoing, and cumulative; and allow multiple human judgments of learning. They pose challenges, such as abandoning traditional notions about testing and evaluation, being time consuming to prepare and implement, and requiring special training. AAs are potentially more equitable in accommodating learning styles and acknowledging multiple ways of demonstrating competence. Adult educators find AAs especially appealing as an alternative to the problematic use of standardized tests with adults. Vocational education has a long tradition of activity-based learning and product assessment. Characteristics of good AAs include the following: engaging, meaningful, worthy problems or tasks; real-life applicability; emphasis on product and process; rich, multidimensional, varied formats; opportunities for learner self-evaluation; and fairness in scoring procedures and their application. Collaboration among teachers, employers, community members, and students is essential for the design of high quality AAs. Contains 12 references. (YLB)

ED 381 689 CE 068 822
Imel, Susan
Welfare to Work: The Role of Adult Basic and Literacy Education. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Basic Skills, *Educational Benefits, Educational Research, Education Work Relationship, Federal Legislation, Federal Programs, Followup Studies, *Literacy Education, Low Income Groups, Program Effectiveness, *Role of Education, *Welfare Recipients
Identifiers—*Welfare Reform, *Welfare to Work Programs
In the nearly 5 years since the passage of the Family Support Act, a body of research related to the convergence of welfare reform and adult basic and literacy education has begun to emerge. Much of it deals directly with the experience of providing adult basic and literacy education to Job Opportunities and Basic Skills (JOBS) Program participants. Analysis of employment and training program evaluation research suggests that basic education and literacy services remain an important component of welfare reform, but they need to be fundamentally redesigned. Two studies of participants in Steps to Success, Oregon's largest JOBS program, are more encouraging. One study indicates that participants in the Career and Life Planning (CLP) Track experience positive changes in their concepts of self, skills, and sense of choice and personal control regarding progress toward self-sufficiency. Data from the other study show that clients from the CLP track raised their literacy skills substantially; the gains represented sustained learning gains and appeared to be significantly associated with reductions in future dependence on public assistance. Suggestions for developing effective programs include the following: customizing programs and services for JOBS clients; creating holistic, integrated curricula; developing collaborative relationships with other agencies; and developing more comprehensive participant outcomes. (YLB)

ED 381 690 CE 068 823
Imel, Susan
Teaching Adults: Is It Different? Myths and Realities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, *Adult Students, Age Differences, *Andragogy, Educational Research, *Educational Theories, *Learning Strategies, Student Attitudes, *Teaching Methods
One way to approach the question of whether teaching adults is different is by examining the types of learning in which adults engage. Adult learning has been classified as subject oriented, consumer oriented, and emancipatory. Only emancipatory education has been described as unique to adulthood, but even that claim has been challenged. As a result of the research and theory building of Mezirow, emancipatory adult learning has become more commonly known as transformative learning. Fostering transformative learning demands a different approach by the educator. Although learners must decide on their own to engage in it, educators who wish to promote transformative learning have the responsibility to set the stage and provide opportunities for critical reflection. Examining what adult learners expect from teaching provides another perspective on whether teaching adults is different. Donaldson, Flannery, and Ross-Gordon have combined and reanalyzed research that examined adult college students' expectations of effective teaching and compared them with those of traditional students. The adult learners demonstrate preferences for characteristics associated with both student-centered and teacher-directed learning. Four teacher characteristics mentioned by adults that were not among the top items for undergraduates were as follows: creates a comfortable learning atmosphere, uses a variety of techniques, adapts to diverse needs, and is dedicated to teaching. (Contains 13 references.) (YLB)

ED 382 821 CE 068 924
Kerka, Sandra
Access to Information: To Have and Have Not. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Adult Education, *Economic Impact, *Educational Needs, *Equal Education, Information Needs, Political Issues, *Technological Literacy, Trend Analysis
Identifiers—*Information Superhighway, *Social Impact
Development of the information "superhighway" has spawned a number of political, economic, and educational issues and has raised concerns that information inequities are increasing the polarization of society. Among the economic and political issues/concerns that have been raised are the following: whether information is a commodity or a public resource; whether commercial providers can be relied on to extend services to high-cost or remote areas; whether technology will facilitate or deter development of a direct participatory democracy; and what constitutes basic information rights and how those rights should be distributed. In the area of education, the information revolution and creation of the information superhighway have necessitated redefinition of the concept of literacy. Also needed are adult and career education and training conducted using up-to-date equipment, lifelong training to keep up with rapid technological change, information literacy programs for adult basic education and homeless learners, and programs to reduce computer anxiety. (An annotated list of 28 print resources dealing with political, economic, and educational aspects of the issue of access to information is included.) (MN)

ED 382 822 CE 068 925
Imel, Susan
Race and Gender in Adult Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Annotated Bibliographies, *Educational Research, *Educational Trends, *Equal Education, Power Structure, *Race, Racial Bias, Racial Differences, *Sex, Sex Bias, Sex Differences, Sex Fairness, State of the Art Reviews, Trend Analysis
Topics related to race and gender have begun appearing with increasing frequency in the adult education literature. The most prevalent trend in the literature is a focus on creating learning environments for diverse audiences, including appropriate strategies for teaching and learning and debate on whether separate approaches and/or special programs based on race and/or gender are needed. The intersection of gender, race, and class and their role in shaping how adult learners view learning and knowing is receiving increasing attention, and discussions of race and gender are being framed within the larger contexts of power structures and power relations. Among other gender- and race-related issues receiving increasing attention in the adult education literature are the following: how the field of adult education perpetuates racism and sexism, how adult education portrays women and gays/lesbians, how the role of women and African Americans can be reclaimed in the history of adult education; and the relationship between women and literacy. To date, topics related to race or multicultural issues have not received as much attention as topics related to gender. (Annotated lists of 22 print resources and 2 resource organizations concerned with issues of race and gender in adult education are included.) (MN)

ED 382 823 CE 068 926
Imel, Susan
Workplace Literacy: Trends in the Literature. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Annotated Bibliographies, Curriculum Development, Educational Cooperation, *Educational Research, *Educational Trends, *Literacy Education, Participative Decision Making, Partnerships in Education, Professional Development, Program Development, State of the Art Reviews, Teacher Education, Teaching Methods, Trend Analysis
Identifiers—*Workplace Literacy
The literature base on workplace literacy is continuing to develop at an unprecedented pace. As of March 1995, the ERIC database contained over 900 items indexed with the term "workplace literacy." Of those publications, nearly 400 (44%) were added since 1992. The following trends have been observed in the workplace literacy literature since 1992: the literature related to workplace literacy is continuing to expand; the literature is reflecting a movement toward a more participatory or collaborative approach to workplace literacy; a research base on workplace literacy is emerging; resources on staff development and teacher training are becoming available; and materials on curriculum development and approaches are continuing to expand. (An annotated list of 22 print resources dealing with workplace literacy is included.) (MN)

ED 383 856 CE 069 167
Lankard, Bettina A.
Business/Education Partnerships. ERIC Digest No. 156.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-156
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, *Cooperative Programs, Coordination, *Corporate Support, *Partnerships in Education, Postsecondary Education, *School Business Relationship, Sec-

ondary Education, Shared Resources and Services, Vocational Education
Identifiers—ERIC Digests

Since the early 1980s, more and more businesses have been motivated to enter into business/education partnerships to improve the academic and technical skills of the future work force. In the one-to-one institutional partnership, the needs of one school and/or one business drive the agreement. As partnerships expand to involve multiple partners, the agreements become more complex and the benefits more far reaching. When businesses engage in collaborative partnerships, they look for benefits that affect their operation, productivity, and profit line. Because the benefits of business/education partnerships are related to the goals of the partnerships, they are better described within the context of their particular focus. Those focusing on classroom teaching and learning expose teachers to new technology, give them authentic work, and assist them in transferring work experience into classrooms. The impact of these experiences is the belief that partnerships are an investment in the future. Partnerships that focus on vocational education program development can involve cooperative development of materials and business supply of equipment and grants and funds. In partnerships that focus on cooperative apprenticeships, community colleges receive equipment, facilities, and training for faculty; benefits to business are remedial programs for employees, onsite administrative support provided by the college, and college-assisted recruitment of new trainees. Work experience programs are another focus of partnerships. (Contains 11 references.) (YLB)

ED 383 857 CE 069 168
Lankard, Bettina A.
Business/Industry Standards and Vocational Program Accountability. ERIC Digest No. 157.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-157
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Competency Based Education, *Educational Certificates, Job Skills, Postsecondary Education, *School Business Relationship, Secondary Education, *Standards, *Student Certification, *Student Evaluation
Identifiers—ERIC Digests

The gap between existing skills and desired or required skills is the impetus for the development of business/industry standards. Professional associations have taken the initiative in setting skill standards; state licensing exams are used to certify workers in some occupations. An impending work force crisis has triggered a demand for accountability. The Perkins Vocational and Applied Technology Education Act has further defined the need for standards, and many states have been challenged to develop them. Within the U.S. educational system, the trend toward competency-based education makes it possible to place occupational standards and certifications within a theoretical framework. The National Vocational Qualifications developed in Great Britain are one example of competency-based skill standards used to assess performance. Findings of a study visit to Denmark and Great Britain suggest the need for the expansion of occupational standards to include the core or common skills that cut across occupations and affective as well as cognitive skills. National skill standards benefit workers, employers, teachers, administrators, and state departments of education. They offer the following: certification of skill attainment, portability, assurance that certified workers have a predictable level of competence, definition of the skills and knowledge that must be taught, and a fair means by which vocational programs can be evaluated. Implementation of national skill standards requires collaboration among employers, employees, and educators. (YLB)

ED 383 858 CE 069 169
Imel, Susan
Workplace Literacy: Its Role in High Performance Organizations. ERIC Digest No. 158.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-158
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Cooperative Programs, Coordination, Employer Employee Relationship, Job Skills, Labor Force Development, *Literacy Education, Organizational Development, *Participative Decision Making, Teamwork
Identifiers—ERIC Digests, *High Performance Work Organizations, *Workplace Literacy

In a high performance work organization (HPWO), employee basic skills are just one of many components. HPWOs feature the following: they have flatter organizational structures, have work done by teams of highly skilled workers, and have a focus on quality, customer service, and continuous improvement. The collaborative approach to workplace literacy supports the goals of HPWOs in which workers are expected to be involved in the decision making related to their jobs. Part of this decision making involves management, workers, the union, and educators in a participatory process for planning, implementing, and evaluating workplace literacy programs. The collaborative approach to workplace literacy is based on these principles of good practice: there is no "quick fix"; all stakeholders are involved; process and practice are based on an empowerment model of literacy; workplace literacy initiatives accommodate and respect cultural, linguistic, and racial diversity; literacy is analyzed within the context of other workplace issues; upgrading programs are only one component of managing change; workplace basic skills programs are tailored to each workplace and its workers; and workplace upgrading programs should be voluntary. The limited research on literacy development and HPWOs supports the use of a collaborative approach to workplace literacy in a work environment moving toward a high performance model. (Contains 10 references.) (YLB)

ED 383 859 CE 069 170
Kerka, Sandra
Prison Literacy Programs. ERIC Digest No. 159.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-159
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, *Correctional Education, *Correctional Rehabilitation, Crime Prevention, *Literacy Education, Program Effectiveness, Program Evaluation, Recidivism, Rehabilitation Programs
Identifiers—ERIC Digests

Mastery of literacy skills may be a preventive and proactive way to address the problem of the high cost of imprisonment and the huge increase in the prison population. However, correctional educators contend with multiple problems in delivering literacy programs to inmates. Findings of the National Adult Literacy Survey indicate that, of the 5 levels measured, 7 in 10 inmates performed on the 2 lowest levels. Only 51 percent of prisoners completed high school compared to 76 percent of the general population. Some constraints on correctional education are as follows: overcrowding; prisoners' negative early schooling experiences, lack of self-confidence, or poor attitudes about education; uniqueness of prison culture; and more seriously, conflicting beliefs about the goals and purposes of corrections; and use of recidivism as an outcome measure. Successful prison literacy programs are learner centered and participatory; they put literacy into meaningful contexts; and motivate and sustain learner interest by providing engaging topics. Literacy programs should be tailored to the prison culture. Incentives are important motivators. Lack of funding and staff can be offset by using community and peer tutors. Model literacy programs include postrelease services. A range of evaluation criteria offers multiple ways to assess program effectiveness: instructional, behavioral, and postrelease. (Contains 15 references.) (YLB)

ED 384 735 CE 069 349
Imel, Susan
Adult Literacy Staff Development. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Annotated Bibliographies, *Discovery Processes, Inquiry, *Inservice Teacher Education, *Literacy Education, *Staff Development, *Training Methods

The National Literacy Act of 1991 provided the funding to begin building an adult literacy staff development infrastructure by requiring all states to increase their staff development funding from 10% to 15%. Inquiry-based staff development was one of the most promising models to emerge from the staff development activities conducted in 1992-1993 as a result of the act's passage. Inquiry-based staff development evolved in response to identified needs such as the following: the need for a critical perspective, the need to problematize the knowledge base in adult literacy, the need for staff development to be practiced as an ongoing process, and the need to focus on program improvement. Among the steps involved in inquiry-based staff development are the following: reflecting on practice, gathering information, studying the information through analysis, planning actions to be taken, implementing the action plan, monitoring and evaluating results, and sharing what has been learned. The following are among the issues associated with inquiry-based staff development: time, trust, support, and expectations. (An annotated bibliography of 19 print resources about staff development and a list of 5 resource organizations are included.) (MN)

ED 384 736 CE 069 350
Kerka, Sandra
Authentic Assessment in Vocational Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Evaluation Criteria, *Evaluation Methods, Portfolio Assessment, Secondary Education, *Student Evaluation, *Vocational Education
Identifiers—*Authentic Assessment

The authentic assessment method of student evaluation is particularly well suited to vocational education. It connects the way schoolwork is assessed with the way knowledge and competence are judged in the workplace by focusing on tasks that are simultaneously meaningful to learners and linked to school and nonschool demands. Portfolios are one example of the authentic assessment method; they provide multiple, tangible forms of evidence of students' accomplishments in a format that is transferable to the job search process. Among the many areas of vocational education in which authentic assessment is suitable are technology, business, automotive, and technical education. Vocational educators developing authentic assessments must ensure that the assessments have the following characteristics: reflect learning theories, promote additional learning, use multiple measures (including kinetic and artistic), recognize that errors are intrinsic to learning, are sufficiently ambitious, and are

rated by criteria that are clear and defensible. (An annotated bibliography of 24 print resources about authentic assessment in vocational education is included.) (MN)

ED 384 737 CE 069 351
Lankard, Bettina A.
Service Learning. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Educational Benefits, *Educational Objectives, *Educational Principles, *Education Work Relationship, Elementary Secondary Education, Postsecondary Education, *Public Service
Identifiers—*Service Learning
Service learning is defined as a teaching/learning method connecting meaningful community service experiences with academic learning, personal growth, and civic responsibility. It is associated with various school-to-work transition efforts, including apprenticeship, tech prep, outcome-based education, and substance abuse and dropout prevention. As a form of work-based learning, service learning parallels many job training efforts. The concept of service learning first emerged in the Progressive Education movement of the early 1900s. The recent renewal of interest in service learning was reflected in the National and Community Service Trust Act of 1993. Service learning differs from volunteerism in that it requires a deliberate connection between service and academic learning and thoughtful reflection on the service experience. Charity and change are two orientations to service learning activities. Service learning and school-to-work initiatives are mutually compatible and offer similar benefits, including enabling environments in which employability skills may be developed, work-based experiences in a community setting, and collaboration between educators and community groups. (An annotated bibliography of 15 print resources about service learning and a list of 4 resource organizations are included.) (MN)

ED 384 827 CE 069 588
Tisdell, Elizabeth J.
Creating Inclusive Adult Learning Environments: Insights from Multicultural Education and Feminist Pedagogy. Information Series No. 361.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—112p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN361: $9.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, Adult Educators, Constructivism (Learning), Cultural Pluralism, Curriculum Development, *Educational Environment, Educational Philosophy, Educational Practices, Educational Theories, *Feminism, *Multicultural Education, *Politics of Education, *Power Structure, Racial Differences, Sex Differences, Social Differences
Identifiers—*Feminist Pedagogy
The developing body of literature on multicultural concerns in adult education, on feminist theory, and on critical and feminist pedagogies provides insights for adult educators grappling with the complex issues surrounding the creation of inclusive learning environments. Educators must be aware of the politics of knowledge production and dissemination: what counts as knowledge, who is involved in its production, and their relative positions in the power structure are determinants of curricular and instructional decisions. They must also consider the effects of structural privilege and oppression in the learning environment. Studies of a variety of educational settings demonstrate how power dynamics based on the intersections of gender, race, and class determine whose ideas are valued, who speaks, and who remains silent in the adult classroom. The many kinds of feminism have developed numerous theories about power relations and social structures that inform feminist pedagogy. Recurring themes underlying feminist teaching strategies involve how knowledge is constructed, voice, authority, and dealing with difference. A synthesis of the psychologically oriented and liberatory models of feminist pedagogy yields insights for the creation of inclusive adult learning environments. Rather than prescribing approaches, these insights highlight issues and teaching practices that adult educators should consider in the quest to create democratic classrooms in which every voice can be heard. (SK)

ED 384 828 CE 069 589
Stammen, Ronald M.
Using Multimedia for Distance Learning in Adult, Career, and Vocational Education. Information Series No. 362.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002001
Note—85p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN362: $8).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Career Education, *Computer Mediated Communication, *Computer Networks, *Distance Education, Educational Technology, Educational Television, Hypermedia, Interactive Television, *Multimedia Instruction, *Telecommunications, Teleconferencing, Vocational Education
This paper explores how educators are using multimedia for distance learning, beginning with definitions of the concepts of multimedia, hypermedia, hypertext, distance education and distance learning. Three types of telecommunications technologies are described: multimedia with broadcast television, multimedia with interactive video (television), and computer-mediated communication networks. The educational opportunities opened up by the Internet and the emergence of the virtual classroom provide examples of the multiple options available for delivery of distance education. The paper examines some of the problems and issues raised by electronic influences and the technical, structural, and attitudinal barriers raised by resistance to technological developments. Instructional challenges and responsibilities that arise as these new technologies alter conceptions of teaching and learning are addressed. Suggestions for using multimedia with telecommunications technologies are presented. Options for using an overhead optical viewer and descriptions of experiments around the United States provide detailed examples of creative uses of multimedia. Finally, the paper suggests what adult, career, and vocational educators need to know in order to use these technologies for effective instruction. The degree of facilitator skill and knowledge and the time and resources available all contribute to the effectiveness of distance instruction. Most important perhaps is the imagination required to envision the new ways of expanding human potential that these technological tools afford. (SK)

CG

ED 377 414 CG 025 624
Allen, Jackie M.
School Counselors Collaborating for Student Success. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-27
Pub Date—Jun 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Coordination, Cooperative Planning, Counselor Teacher Cooperation, Elementary Secondary Education, School Community Relationship, *School Counseling, *School Counselors, School Restructuring, Schools
Identifiers—Collaborative Inquiry, ERIC Digests
Living in a world-class society with information-age technology challenges American educators to improve their communication and collaboration skills. Recent discussions concerning the school counselor's role in education emphasized the need to achieve a clearer understanding of this role in educational reform, and a desire to improve counselor communication and collaboration within the school and in the community. Effective collaboration is built on the strong personal characteristics of the collaborator, a clearly defined system, and administrative support for change within the organization. Organizations which encourage collaboration will demonstrate evidence of: shared decision-making; the encouragement of multi-disciplinary efforts; leaders ready to restructure for change; and other features. Collaboration yields many benefits, including reduced competition for diminishing resources, elimination of service duplication, and diversified problem-solving. With stiffer competition and growing student needs, the only way to keep up with the diminishing resources and increasing demands is to collaborate with other educators in comprehensive health reform, to develop an integrated services model at the local school site, and to reach out into the community with school-to-work transitions linkages with business and industry. School counselors now have a chance to become proactively involved in the education reform taking place across the United States. (RJM)

ED 378 461 CG 025 667
Schmidt, John J.
Counselor Intentionality and Effective Helping. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-05
Pub Date—Apr 94
Contract—RR93002004
Note—4p.
Available from—ERIC/CASS, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counseling Effectiveness, *Counseling Techniques, *Counselor Attitudes, *Counselor Characteristics, *Counselor Role, *Helping Relationship
Identifiers—ERIC Digests
This digest on counselor intentionality notes that the counseling profession has historically searched for characteristics and behaviors that contribute to successful helping relationships. It identifies one such characteristic, the counselor's level and degree of intentionality, as relating to the notion that successful counselors select their helping behaviors and choose specific strategies with a clear purpose and direction. A section on background begins with Rollo May's introduction of the concept of intentionality as a client characteristic in the late 1960s and goes on to trace the development of the concept through Ivey's (1994) description of counselor intentionality as a process of "acting with a sense of capability and deciding from a range of alternative actions." The next section focuses on the bipolarity of intentionality, noting that intentionality can be either constructive or destructive. The risks surrounding unintentionality are then discussed. A section on research of counselors' intentions notes that preliminary studies have concluded that some relationships exist between counselors' intentions and helpful processes. The digest concludes with a brief summary of intentionality in the counseling process. (NB)

ED 378 462 CG 025 668
Feller, Rich And Others
School Counselor Role in Planning and Integrating Basic Skills. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-03
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, *Counselor Role, Elementary Secondary Education, *Planning, *School Counseling, *School Counselors
Identifiers—ERIC Digests
This digest considers the school counselor's role in helping students to acquire the basic skills they will need throughout their lives. A contemporary definition of basic skills includes not only the modern versions of the "three Rs" (reading, writing, and computing), but also encompasses a variety of attitudes, knowledge, and behaviors (learning to learn; verbal/nonverbal communication; adaptability; personal management; group effectiveness; influence; and the abilities to understand technology, apply scientific knowledge to work situations, and balance family and work). The most promising models for helping school counselors take an active role in integrating these new basic skills across the curricula are comprehensive counseling and guidance programs. Four interactive components of comprehensive counseling and guidance programs are: (1) the guidance curriculum; (2) individual planning; (3) responsive services; and (4) system support. The need to integrate academic and vocational instruction is discussed and challenges to school counselors are presented. The digest concludes that, through comprehensive counseling and guidance programs, school counselors can help ensure that all students receive instruction in the basic skills through an integrated program of vocational and academic coursework; and that this coursework combined with a commitment to planning can be the key to students' lifelong success. (NB)

ED 379 532 CG 025 669
Hinkle, J. Scott
Sports Counseling: Helping Student-Athletes. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-04
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletes, *College Athletics, *College Students, *Counseling Services, Higher Education, Student Needs
Identifiers—ERIC Digests
There has been a dramatic increase in interest and participation in sports during the past decade, and this increase has affected the college student-athlete. Approximately 10% of American college athletes suffer from problems appropriate for counseling interventions. There is a need for counseling professionals who are sensitive to interventions for student-athletes and who can address the psychoemotional needs of the student-athlete. The digest contrasts the role of the sports counselor with the role of the sports psychologist who is primarily concerned with performance. Counselors involved professionally with student-athletes must recognize the individual and group differences that characterize the athletic population. Women and minorities may differ in their needs to participate in sports and in the issues which arise as a result of their participation. It is emphasized that collegiate athletes rarely make it to the professional ranks or to the Olympics. The need for career development and life planning is stressed. The digest concludes that effective models and strategies for the implementation of sports counseling are needed. (NB)

ED 382 899 CG 026 239
Herr, Edwin L.
Counseling Employment Bound Youth.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-061-1
Pub Date—95
Contract—RR93002004
Note—315p.
Available from—ERIC Counseling and Student Services Clearinghouse, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412-5001 ($19.95 plus shipping).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Career Counseling, *Career Development, Counseling Techniques, Counselors, *Education Work Relationship, *Job Training, Labor Force Development, *Noncollege Bound Students, *School Guidance, Secondary Education, Vocational Education
Identifiers—Career Guidance Program, Career Information, *School to Work Transition
Employment-bound youth have largely been ignored in the literature on careers and on counseling and guidance. Divided into seven chapters, this book provides recommendations and specific suggestions for actions that counselors, administrators, and policy makers can adopt to respond to the challenge of providing for employment-bound youth. Chapter 1 describes the characteristics of employment-bound youth and the critical role they play in this nation's economic structure. Chapter 2 investigates the implications of the changing economic environment for employment-bound youth, addressing the global economy, advanced technology, and changing educational demands for workers. Chapter 3 makes recommendations on what can and should be done in schools to enhance the skills of students preparing to enter the workplace. Chapter 4 discusses the school-to-work transition. Chapter 5 describes six approaches to career counseling for employment-bound youth. Chapter 6 looks at additional career guidance activities that can supplement counseling to form comprehensive programs for employment-bound youth. Chapter 7 summarizes current policy challenges and makes recommendations for policy that can support career counseling and guidance. Contains 28 pages of references. (JE)

ED 382 900 CG 026 240
Hiebert, Bryan, Ed.
Exemplary Career Development Programs & Practices: The Best from Canada. An ERIC/CASS Digest Collection.
Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[95]
Contract—RR93002004
Note—155p.
Available from—ERIC/CASS, School of Education, 101 Park Building, University of North Carolina at Greensboro, Greensboro, NC 27412-5001; e-mail: ericcass@iris.uncg.edu ($14.95 plus shipping).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Career Counseling, *Career Development, *Career Education, *Counseling Techniques, Counselors, Delivery Systems, Education Work Relationship, Elementary Secondary Education, Foreign Countries, Program Evaluation, School Guidance
Identifiers—*Canada, Career Guidance Program, Career Information
The inspiration for this document came from the "Creation and Mobilization of Counseling Resources for Youth Project (CAMCRY)" sponsored by the Canadian Guidance and Counseling Foundation (CGCF), which sought to provide the ideas and resources requisite for launching a nationwide initiative in career development and career counseling. Included in the book are 48 digests, each of which targets a specific aspect of career development and career counseling. The digests are divided into eight overarching topics: (1) national Canadian initiatives in career counseling; (2) career counseling with specific populations; (3) career education in schools; (4) approaches to career counseling; (5) career counseling methods and techniques; (6) delivery of career counseling services; (7) evaluation of career counseling; and (8) issues needing to be addressed in career counseling. The document includes ERIC searches on career development and an ERIC/CASS resource pack, containing information on submitting documents to ERIC and using the ERIC system. (JE)

ED 382 901 CG 026 241
Schafer, William D., Ed.
Assessment in Counseling & Therapy. An ERIC/CASS Special Digest Collection. Complete Resource Edition.
Association for Assessment in Counseling.; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002004
Note—122p.
Available from—ERIC/CASS, School of Education, 101 Park Building, University of North Carolina at Greensboro, Greensboro, NC 27412-5001; e-mail: ericcass@iris.uncg.edu ($12.95 plus shipping).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Ability Identification, Career Development, Counseling, *Counselor Training, Elementary Secondary Education, Group Testing, Individual Testing, *Institutional Evaluation, Performance Tests, *Program Evaluation, School Psychologists, *Student Evaluation, *Testing
Identifiers—*Assessment of Career Development, Diagnostic Research, Performance Based Evaluation
The purpose of this digest is to summarize major portions of the literature on assessment in counseling and therapy. In this collection of 32 digests, assessment is used to refer to assessment of clients as well as evaluations of program and counselor effectiveness. Recognized professionals have written about topics that are grouped into nine broad areas: (1) Assessment in Counselor Education and Evaluation–at all levels; (2) New Forms of Assessment–including performance assessment; (3) Assessment of Traits–particularly abilities, interests, self-concept, and temperament; (4) Assessment for Diagnosis–especially for children with disabilities; (5) Assessment in Career Development–focusing on different facets of the measurement of career interest; (6) Social Context of Assessment–addressing fair and ethical practices; (7) Modifications for Special Assessment Circumstances–such as computers and for children with disabilities; (8) School Psychologist's Roles in Assessment; and (9) Assessment Professionalism–including the need to look at research on evaluation and assessments. The document includes ERIC searches on assessments in counseling and therapy and an ERIC/CASS resource pack, containing information on submitting documents to ERIC and using the ERIC system. (JE)

ED 383 944 CG 026 058
Bleuer, Jeanne And Others
Activities for Counseling Underachievers.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56499-016-8
Pub Date—93
Contract—RR93002004
Note—121p.
Available from—ERIC/CASS, School of Education, University of North Carolina, Greensboro, NC 27412 ($12.95 plus shipping).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Aptitude, *Counseling Techniques, Elementary Secondary Education, Group Activities, Individual Activities, Learning Activities, Self Concept, Skill Development, *Student Attitudes, Student Characteristics, Student

Needs, *Student School Relationship, Study Skills, *Underachievement

Conventional wisdom has it that the way to achieve more is to study harder–put in longer hours and avoid the distraction of other people. Research suggests something different–study smarter, not necessarily harder, and use other students as a support group. This book provides teachers and counselors with tools they need to help students improve both their perceptions of themselves as achievers and their ability to apply effective learning strategies. Students determine what's right about their achievement and where they can make improvements by completing and scoring the Achievement Potential Survey. They check their interpretative and prescriptive skills by discussing relevant Simulated Case Histories. They enhance their ability and motivation to achieve by participating in Individual and Group Activities that focus on these topic areas: (1) Being Comfortable in School; (2) Getting Along with Others; (3) Asking for and Getting Help; (4) Goal Setting; (5) Decision Making and Problem Solving; (6) Career Exploration; (7) Study Skills; (8) Self-esteem and Personal Strengths. (BF)

CS

ED 374 395 CS 011 824

Maiorana, Victor P.

The Analytical Student: A Whole Learning Study Guide for High School and College Students.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-927516-59-4

Pub Date—95

Contract—RR93002011

Note—259p.; Published with EDINFO Press.

Available from—EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407 ($19.95).

Pub Type— Guides - Classroom - Learner (051) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Career Guidance, Career Planning, *Class Activities, College Students, *Critical Thinking, Higher Education, High Schools, High School Students, *Learning Strategies, Student Needs, *Study Skills, *Thinking Skills

Identifiers—*Learning across the Curriculum

Designed to provide students with an applied, portable, and transferable framework for integrating academic and career/occupational studies, this books uses a "whole learning" perspective to teach students to think, read, write, listen, speak, and problem-solve within the context of their academic and career subject matter. The book helps students make lasting connections among the worlds of knowledge, working, living, and achieving–providing students with learner-centered, lifelong intellectual and practical thinking and communication abilities. The book is divided into five parts: (1) How to Think Analytically; (2) How to Read Analytically; (3) How to Learn Analytically across the Curriculum (includes chapters on humanities, social studies, and sciences); (4) How to Write, Listen, and Speak Analytically; and (5) Managing Your College Career (developing good study habits). Over 125 analytical explorations in the book introduce, explain, and provide practice in whole learning. Appendix A contains templates for analytical displays and narratives; Appendix B discusses whole learning for speakers of English as a Second Language. (NKA)

ED 374 492 CS 508 703

Murphy, Thomas J. Snyder, Kenneth

What! I Have To Give a Speech?

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-10-7

Pub Date—95

Contract—RR93002011

Note—225p.; Published with Grayson Bernard Publishers.

Available from—Grayson Bernard Publishers, P.O. Box 5247, Bloomington, IN 47407 ($12.95 plus 10% shipping/handling).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Audience Awareness, *Communication Apprehension, *Communication Skills, Higher Education, Independent Study, *Public Speaking, Secondary Education, Self Esteem, *Skill Development

Identifiers—*Communication Strategies, Speaking Style

Noting that fear of public speaking is the most common fear shared by people of all types, this book offers practical, easy-to-follow strategies for confident and effective public speaking. The book discusses the following aspects of public speaking: (1) what to talk about; (2) how to research a topic; (3) how to organize a speech; (4) how to keep an audience interested; (5) when and how to use humor; (6) how to control nerves; (7) how to deal with unexpected disasters; and (8) how to use props and gestures. An appendix adds "Five Surefire Starter Ideas." (NKA)

ED 376 427 CS 011 853

Collins, Norma Decker

Metacognition and Reading To Learn. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-94-09

Pub Date—94

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Metacognition, *Reading Processes, *Reading Strategies, Student Characteristics, Study Skills, *Text Structure

Identifiers—ERIC Digests, *Reading to Learn

Integrating metacognitive skills into classroom instruction can help students to develop into active, independent readers and learners. B. Armbruster, in a summary of research on metacognition, examined reading to learn from a metacognitive perspective as it related to four variables: texts, tasks, strategies, and learner characteristics. "Text" refers to the textual features of learning materials which influence comprehension and memory. Different tasks that readers are required to perform require different processes. A related index of metacognitive development with regard to the task is the reader's ability to accurately predict his or her performance on the task. An additional category of metacognitive knowledge and control involves knowing how to remedy comprehension failures. Study strategies are important in reading to learn and can be applied to enhance text processing. A final category of metacognition in reading to learn is the awareness of the learner of his or her own characteristics–such as background knowledge, degree of interest, skills, and deficiencies. It is worth noting that learner characteristics, like texts, tasks, and strategies, are age and experience-dependent. Awareness of metacognitive skills can be gleaned through instruction. (Contains eight references.) (RS)

ED 376 445 CS 011 887

Denner, Michael, Comp.

Family Literacy and Involving Parents in the Reading Process 1988-1992: Citations and Abstracts from the ERIC Database.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 92

Contract—RI88062001

Note—16p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Education, *Literacy, Parent Child Relationship, *Parent Participation, Parents as Teachers, Reading Aloud to Others, Reading Skills, *Reading Strategies

Identifiers—ERIC, *Family Literacy

This annotated bibliography of material from the ERIC database presents 44 annotations on the topic of family literacy and involving parents in the reading process. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. (RS)

ED 376 446 CS 011 888

Denner, Michael, Comp.

Outcome-Based Education, 1989-1992: Citations and Abstracts from the ERIC Database.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 92

Contract—RI88062001

Note—14p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Change, Educational Improvement, Elementary Secondary Education, *Evaluation Methods, Program Descriptions, *Student Evaluation

Identifiers—Alternative Assessment, *Educational Issues, ERIC, *Outcome Based Education

This annotated bibliography of material from the ERIC database presents 37 annotations on the topic of outcome-based education. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. (RS)

ED 376 447 CS 011 889

Denner, Michael, Comp.

Reading and Children with Dyslexia or Attention Deficit Disorders 1983-1992: Citations and Abstracts from the ERIC Database.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 92

Contract—RI88062001

Note—18p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Attention Deficit Disorders, *Dyslexia, Elementary Education, Parent Child Relationship, *Reading Difficulties, *Reading Skills, Teaching Methods

Identifiers—ERIC

This annotated bibliography of material from the ERIC database presents 59 annotations on the topic of reading and children with dyslexia or attention deficit disorders. Entries in the bibliography are organized into background information on dyslexia and attention deficit disorders, information for parents, and information for teachers. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. A list of five additional sources of information is attached. (RS)

ED 376 448 CS 011 890

Denner, Michael, Comp.

The "Whole" Whole-Language Debate, 1988-1992: Citations and Abstracts "pro et contra" from the ERIC Database.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R188062001
Note—26p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Basal Reading, Definitions, Elementary Education, *Instructional Effectiveness, Phonics, Program Implementation, Reading Research, *Whole Language Approach
Identifiers—*Educational Issues, Emergent Literacy, ERIC
This annotated bibliography of material from the ERIC database presents 87 annotations on the topic of the "whole" whole-language debate. Entries in the bibliography are grouped under the topics of philosophy and analysis; the struggle for a definition; comparative analyses of whole language versus traditional approaches; and application of the whole language approach. The journal articles, books, reports, practica, conference papers, and theses in the annotated bibliography were published between 1988 and 1992. (RS)

ED 376 449 CS 011 891
Denner, Michael, Comp.
Reading Recovery Research, 1986-1992: Citations and Abstracts from the ERIC Database.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—R188062001
Note—25p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Early Intervention, Elementary Education, Program Descriptions, *Program Effectiveness, *Reading Difficulties, Reading Research, *Remedial Reading
Identifiers—ERIC, *Reading Recovery Projects
This annotated bibliography of material from the ERIC database presents 48 annotations on the topic of research on Reading Recovery. The bibliography begins with: (1) a 2-page Education Research Consumer Guide entitled "Reading Recovery" (which defines the topic and answers some pertinent questions about it; and (2) a sample ERIC abstract. Entries in the annotated bibliography are grouped under the topics of Reading Recovery project descriptions; evaluative, feasibility and technical reports; and miscellania. The journal articles, books, reports, practica, conference papers, and theses in the annotated bibliography were published between 1986 and 1992. (RS)

ED 376 459 CS 214 499
Inkster, Robert
Internships and Reflective Practice: Informing the Workplace, Informing the Academy. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-08
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Curriculum, English Departments, Field Experience Programs, Higher Education, *Internship Programs, *Literacy, Program Descriptions, School Community Relationship, Theory Practice Relationship
Identifiers—Educational Issues, ERIC Digests, *Reflective Practice, Saint Cloud State University MN, *Workplace Literacy
An internship program, created by the English Department at Saint Cloud (Minnesota) State University, is designed to respond to the current need for an improvement in the workplace literacy of many American workers. The internship and concurrent colloquium provide a crucial link between theory and practice, enabling learners to reflect critically and philosophically about their own and each other's practice, as well as workplace literacy practices in general. The program is intended to turn the English major at Saint Cloud State University into a vehicle for service in the organizational environment of the 21st century. Interns will receive both theoretical instruction and practical experience in the following: adult learning styles; theory and practice of adult education; formal and informal diagnostic methods; workplace literacy issues; small-group facilitation and communication; program planning and management; assessment methodologies and ethics; and articulation of individual and program goals and accomplishments. Successful interns will be equipped to move into other organizational sites in the private or public sector and become productive members of a workplace literacy team. The internship component of the program not only addresses current problems of literacy in the workplace but creates a new cohort of well-prepared workplace educators with practical experience. (RS)

ED 376 474 CS 214 597
Simic, Marjorie
Computer Assisted Writing Instruction. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-10
Pub Date—94
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Design, *Computer Assisted Instruction, Computer Uses in Education, Elementary Education, Peer Teaching, Teacher Role, Tutoring, *Word Processing, *Writing Instruction, *Writing Processes
Identifiers—Childrens Writing, ERIC Digests, *Process Approach (Writing)
Two factors contributing to the change in writing instruction have been (1) the research investigating the way writing is taught and (2) the computer. Proponents of the various writing models endorse writing as an ongoing, multi-stage process, with equal emphasis given to each of the stages. Educational computing has undergone a change of focus regarding how the microcomputer should be used in language arts, especially in writing. As a tool for practice in writing, the word processor's usefulness is unparalleled. Even a beginner can use the delete, strikeover, and insert functions to make simple changes. Teachers can get around the typical problem of too few computers in the classroom by having children write on paper first. The word processor has helped realize the advantages offered in process writing. Revising, editing, and printing multiple copies becomes easy. For effective use of the word processor, schools must make a commitment to its use, and the classroom teacher must make an even stronger commitment to invest a great deal of time in teaching students how to use it. The ideal situation would be to place the teacher at the front of a computer for whole-class instruction. However, a peer-tutoring system can also work. In any case, the key is as much "hands-on" activity as possible. (RS)

ED 376 481 CS 214 607
Smith, Carl
How Can Parents Model Good Listening Skills?
ACCESS ERIC, Rockville, MD.; ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—R1890120
Note—9p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Caregiver Speech, *Communication Skills, Elementary Education, *Listening Skills, *Parent Child Relationship, *Parent Role, Skill Development
Identifiers—Communication Behavior
Noting that listening is a very large part of school learning and one of the primary means of interpersonal communication, this pamphlet presents guidelines and suggestions for parents to help their children develop listening and communication skills. Guidelines in the pamphlet are: be interested and attentive, encourage talking, listen patiently, hear children out, and listen to nonverbal messages. Suggestions for improving communication with children discussed in the pamphlet are: be interested, avoid dead-end questions, extend conversation, share thoughts, observe signs of when to end conversations, reflect feelings, and help clarify and relate experiences. The pamphlet briefly discusses how listening skills affect learning, how parents can guide their children to better listening, and why parents are important in building children's communication skills. (RS)

ED 377 512 CS 214 679
Battistini, Janet
From Theory to Practice: Classroom Application of Outcome-Based Education. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-01
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Behavioral Objectives, Classroom Environment, *Competency Based Education, Elementary Secondary Education, Instructional Materials, *Language Arts, *Outcomes of Education, *Student Evaluation, *Teacher Role, Teacher Student Relationship, Theory Practice Relationship
Identifiers—ERIC Digests, *Outcome Based Education
Suggesting that all students are capable of learning and can achieve high levels of competency when teachers delineate their expectations, this digest focuses on Outcome-Based Education (OBE) in the language arts classroom. The digest delineates some of the tenets of OBE, including the necessity of clearly defined objectives, students having choices and options, and instructional levels determined after assessment of student mastery. The digest also discusses creating a community of readers and writers, ongoing assessment by students and instructors, and replacement of textbooks with tradebooks and authentic materials. The digest also imparts discussion of three secrets of success of an outcome-based education program: (1) attempt to have all staff in concert with the tenets of the program; (2) continue to conference with content area teachers; and (3) success is contagious. (RS)

ED 378 587 CS 214 708
Cobine, Gary R.
Effective Use of Student Journal Writing. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-02
Pub Date—95
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Dialog Journals, Elementary Secondary Education, English Instruction, Higher Education, *Journal Writing, Reader Response, *Student Journals, Writing Exercises, *Writing Strategies
Identifiers—ERIC Digests, Writing Contexts, *Writing Development
Student journal writing can connect reading, writing, and discussing through activities that accommodate diverse learning styles and that further students' linguistic development. The various uses of journal writing can be incorporated into one compact student notebook. A notebook for an English class might consist of a dialogue journal as a preface, a literary journal as the body of the notebook, and a subject journal as the glossary. By keeping a dialogue journal, a "conversation in print" with the teacher, students develop during a semester from self-expressive writers to expressively communicative writers. By keeping a literary journal (a written record of personal responses to passages from literature) students read actively, responding throughout their reading. A subject journal, a record of written responses to expository texts, could serve as the glossary of the student notebook by including: (1) responses to background readings such as biographies, histories, and genre students; (2) a personalized dictionary of literary and linguistic terms for investigation; and (3) a personalized stylebook of rhetorical, grammatical, and mechanical concerns. (RS)

ED 379 589 CS 011 546
Smith, Carl B., Comp.
Parents as Tutors in Reading and Writing. Learning Package No. 51.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002011
Note—153p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 52-54, see CS 011 547-548 and CS 214 450.
Available from—Learning Packages, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($16 prepaid).
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Distance Education, Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Parents as Teachers, Parent Student Relationship, *Reading Instruction, Reading Writing Relationship, *Tutoring, *Writing Instruction
Identifiers—Family Literacy
This learning package on parents as tutors in reading and writing is designed for implementation either in a workshop atmosphere or through individual study. The package includes a bibliography consisting of 42 selected document resumes from the ERIC database; a lecture/overview on the topic by Carl B. Smith, seven articles on the topic, most of which include reference lists; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

ED 379 590 CS 011 547
Shermis, Michael, Comp. Smith, Carl B., Ed.
Parents and Children Together: Using the Library. Learning Package No. 52.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002011
Note—192p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 53-54, see CS 011 547-548 and CS 214 450.
Available from—Learning Packages, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($16 prepaid).
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Distance Education, Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Library Role, Library Skills, Parent Child Relationship, *Parent Participation
Identifiers—*Family Literacy, Reading Motivation
This learning package on parents and children using the library is designed for implementation either in a workshop atmosphere or through individual study. The package includes an overview of the topic; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of articles and existing ERIC/Reading, English and Communication (REC) publications on the topic; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

ED 379 591 CS 011 548
Garcia, Delia, Comp. Smith, Carl B., Ed.
Factors That Determine and Influence Hispanic Parental Involvement. Learning Package No. 53.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002011
Note—92p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 51-52, see CS 011 546-547; and for learning package 54, see CS 214 450.
Available from—Learning Packages, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($16 prepaid).
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Distance Education, Elementary Secondary Education, Family Involvement, Higher Education, *Hispanic Americans, Inservice Teacher Education, *Parent Participation, Parent School Relationship, Parent Teacher Cooperation
Identifiers—Chicanas, Chicanos, Hispanic American Students, Latinas, Latinos
This learning package on factors that determine and influence Hispanic parental involvement is designed for implementation either in a workshop atmosphere or through individual study. The package includes an overview of the topic; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of articles and existing ERIC/Reading, English, and Communication (REC) publications on the topic; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

ED 379 592 CS 011 563
Behm, Mary Behm, Richard
Leamos!–Let's Read! Parent-Meeting Leaders Guide.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002011
Note—67p.; Published with EDINFO Press. Spanish translation by Silvia Jaramillo and Kristina Lindborg.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($25).
Language—English; Spanish
Pub Type— Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, Elementary School Students, *Motivation Techniques, *Parent Education, *Parent Participation, Parents as Teachers, Parent Student Relationship, *Reading Improvement, Student Motivation
Identifiers—*Reading Motivation
Presented in both Spanish and English, this guide for a parent involvement meeting is designed to help teachers and parents explore specific strategies to motivate children to become better readers and learners. The guide contains material necessary to conduct a 1- or 1.5-hour session on motivations techniques that parents can use at home with their children. The leader's guide includes: (1) presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. Seven chapters are as follows: (1) Getting Acquainted: Warm-Up Activities; (2) Right Now You Are Probably Wondering, "Why Should I Become Involved in My Child's Education?"; (3) How You Can Motivate Your Child To Learn; (4) Being a Model of Curiosity; (5) How You Can Find Time for Parent Involvement: Making Reading a Family Habit; (6) Using Leamos! and (7) Questions, Evaluation, and Closing. (RS)

ED 379 637 CS 012 043
Collins, Norma Decker Aiex, Nola Kortner
Gifted Readers and Reading Instruction. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-04
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Elementary Secondary Education, *Gifted, *Reading, *Reading Instruction, Reading Research, *Student Needs, *Teacher Role, Whole Language Approach
Identifiers—Educational Issues, ERIC Digests
Questions about gifted readers and how best to teach them have been posed for years and continue to be posed by educators today. A review of current research helps to clarify how to identify gifted readers and what they need in the way of classroom instruction. The general consensus is that reading programs for the gifted should be specialized and should focus on critical and creative reading. Some programs which are currently popular in schools are the triad enrichment model, inquiry reading, and the Junior Great Books Program. Whole language classrooms (with their elimination of ability grouping) pose a special challenge for the teacher in educating the gifted reader. (TB)

ED 379 652 CS 214 450
Stewart, Richard D., Comp. Smith, Carl B., Ed.
Mythic-Archetypal Methods for the Language Arts. Hot Topic Guide No. 54.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002011
Note—123p.; For other "Hot Topic Guides" (Learning Packages 1-50), see ED 333 367-416 and CS 011 546-548 (Learning Packages 51-53).
Available from—Hot Topic Guides, ERIC Clearinghouse on Reading, English, and Communication, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($16 prepaid).
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Creative Thinking, Distance Education, Elementary Secondary Education, Higher Education, Imagination, Inservice Teacher Education, *Language Arts, Mythology, *Student Experience, *Teaching Methods, Writing Assignments
Identifiers—Archetypes, Writing Contexts
This "Hot Topic Guide" on mythic-archetypal methods for the language arts (which address stu-

dents' inner lives to promote sharing of feelings, intuition, and imagery production in the classroom) is designed for implementation either in a workshop atmosphere or through individual study. Included are suggestions for using the guide as a professional development tool; a lecture giving an overview on the topic; copies of articles and existing ERIC/REC publications on the topic; and a 41-item selected annotated bibliography of material on the topic from the ERIC database. (RS)

ED 379 664 CS 214 735
Lehr, Fran
Revision in the Writing Process. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-03
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Uses in Education, Cooperation, Elementary Secondary Education, Higher Education, *Revision (Written Composition), *Teacher Role, *Writing (Composition), *Writing Improvement, *Writing Instruction
Identifiers—ERIC Digests
Students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right the first time. To them, revision means correction. To correct this assumption, teachers' comments on papers should focus on more than mechanics. Teachers would do well to comment on the paper's content and to encourage students to investigate the most successful or most essential sections of the paper. Allowing students to collaborate in their writing, either with the teacher or with other students, helps students to grasp the concept of revision. Also, publishing student writing can be a powerful means of motivating revision. Whether computers help students to conceive of writing as a constant process of revision is not clear; research results are divided. Contains 18 references. (TB)

ED 379 709 CS 508 828
Macfarlane, Eleanor C.
Boost Family Involvement: How To Make Your Program Succeed under the New Title I Guidelines.
Agency for Instructional Technology, Bloomington, IN.; ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Indiana Univ., Bloomington. Family Literacy Center.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-883790-15-8
Pub Date—95
Contract—RR93002011
Note—85p.
Available from—ERIC/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407-5953 (order no. F3-AG63: $16).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, Federal Legislation, Guidelines, *High Risk Students, Low Income, *Parent Participation, Parent School Relationship, Program Descriptions, *Program Proposals, *Proposal Writing, *Public Schools
Identifiers—*Family Literacy, *Improving Americas Schools Act 1994
This booklet guides educators in developing the family involvement part of a Title I program proposal. The booklet presents a checklist based on the new Title I Parental Involvement guidelines, many sample forms, sample school district parental involvement policies, sample program descriptions, and an overview of some research in parental involvement. After an introduction, sections of the booklet are New Title I Guidelines for Parental Involvement; Developing the Parental Involvement Components of Your Title I Proposal; Suggestions for Reaching "Hard-to-Reach" Families; and Strategies for Low-Literacy Families; Ideas You Can Use: Examples of Parental Involvement Programs That Work (and a Few That Don't). Contains 26 references. A 34-item annotated list of materials for parents, and a 40-item list of organizations are attached. (RS)

ED 380 808 CS 214 770
Battistini, Jan, Comp. Smith, Carl B., Ed.
Outcome-Based Education: Defining the Language Arts Curriculum. Hot Topic Guide 56.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 95
Contract—RR93002011
Note—86p.; All of the articles and book chapters included in this, and any other, Hot Topic Guide are reprinted with the express permission of their copyright holders.
Available from—Distance Education/ERIC-REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($15, prepaid, using Mastercard, Visa, or check made payable to ERIC/REC).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Curriculum, Educational Philosophy, Elementary Secondary Education, Instructional Effectiveness, *Language Arts, Public Schools
Identifiers—*Educational Issues, *Outcome Based Education
One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of outcome-based education. The Hot Topic guide contains guidelines for workshop use; an overview/lecture on outcome-based education; and nine articles (from professional and scholarly journals) and ERIC documents on outcome-based education. A 44-item annotated bibliography of items in the ERIC database on outcome-based education is attached. (RS)

ED 380 809 CS 214 771
Essex, Christopher, Comp. Smith, Carl B., Ed.
Creative Writing in the Elementary School. Hot Topic Guide 57.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 95
Contract—RR93002011
Note—68p.; All of the articles and book chapters included in this, and any other, Hot Topic Guide are reprinted with the express permission of their copyright holders.
Available from—Distance Education/ERIC-REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($15, prepaid, using Mastercard, Visa, or check made payable to ERIC/REC).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Computer Uses in Education, *Creative Writing, *Elementary Education, Gifted, Poetry, Writing Improvement
Identifiers—Childrens Writing, *Writing Development
One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of creative writing in the elementary school. The Hot Topic guide contains guidelines for workshop use; an overview/lecture on creative writing in the elementary school; eight articles (from scholarly and professional journals); and ERIC documents on the topic. A 43-item annotated bibliography (including special sections on poetry, the gifted, and using computers) of items in the ERIC database on creative writing is attached. (RS)

ED 380 847 CS 508 868
Sensenbaugh, Roger
How Effective Communication Can Enhance Teaching at the College Level. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-05
Pub Date—95
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, College Students, Communication Research, *Communication Skills, Higher Education, Literature Reviews, Sex Differences, *Student Attitudes, Student Reaction, *Teacher Effectiveness, Teacher Student Relationship, *Teaching Assistants, Teaching Skills
Identifiers—*Communication Behavior, ERIC Digests, Teacher Immediacy
This digest focuses on verbal and nonverbal communication behaviors in the college classroom. The digest reviews research on the kinds of behaviors instructors, many of whom are graduate teaching assistants (GTAs), exhibit, and students' reactions to and attitudes about those behaviors. The digest also reviews research on teacher immediacy behaviors, differences in students' attitudes based on their gender and the gender of their instructors, and training methods for GTAs. (RS)

ED 384 072 CS 214 951
Nelson, Carol
Language Diversity and Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-95-06
Pub Date—95
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, Classroom Environment, Community Resources, Cultural Differences, *Cultural Pluralism, Elementary Secondary Education, *Language Arts, *Language Role, *Limited English Speaking, *Student Needs, Teacher Role
Identifiers—Cultural Sensitivity, ERIC Digests, Nonnative Speakers
Noting that language minority and culturally different students are the fastest growing group of students in the public schools, this Digest offers practical strategies for language arts teachers to use when working with language-diverse students in the classroom and discusses some recent research on the subject. The Digest points out that attitudes regarding the education of such students have changed rapidly during the past few years, and that even if teachers speak only English, they can still provide a warm and supportive atmosphere in which their limited-English-speaking students can learn to communicate by speaking, listening, reading, and writing. The Digest presents several classroom case studies of coping strategies used by teachers and students and advocates particular care in choosing reading materials for the class and judicious use of resource persons from the surrounding community. Contains 10 references. (NKA)

ED 384 915 CS 214 991
McAllister, Elizabeth A.
Learning Together: Collaboration for Active Learning in the Elementary Language Arts. Teaching Resources in the ERIC Database (TRIED).
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-883790-12-3
Pub Date—95
Contract—RR93002011
Note—159p.; Published with EDINFO Press.
Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407 ($16.95).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Active Learning, Class Activities, Cognitive Processes, Communication Skills, *Cooperative Learning, Elementary Education, Elementary School Students, Group Activities, *Language Arts, Lesson Plans, Listening Skills, *Reading Instruction, *Writing Instruction
Identifiers—Response to Literature
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on helping elementary-school students to work together as they learn to read, write, and communicate. The 48 lesson plans in the book cover writing to communicate, reading for information, responding to literature, listening to understand, speaking to communicate, and cognitive processes in the language arts. The book includes an activities chart which indicates the focus and types of activities (such as listening, reading, writing, speaking, responding to literature, and content language arts) found in the various lessons. These teaching ideas were first tried and tested in the classroom and then reported in the ERIC database. Each chapter contains the following sections: source (reference to the original in the ERIC database), brief description, objective, procedures, and personal observation. Directions to students are marked with a bullet. A 25-item annotated bibliography contains references to research and additional resources. (RS)

EA

ED 376 544 EA 025 954
Miller, Bruce A.
Children at the Center: Implementing the Multiage Classroom.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-130-1
Pub Date—94
Contract—RR93002006
Note—138p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 ($15.95).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Educational Change, Elementary Education, *Multigraded Classes, *Nongraded Instructional Grouping, Nontraditional Education, Parent Participation, Program Implementation, Teacher Role
This handbook examines practices and issues involved in the implementation of multiage programs. Data were collected through site visits at four schools with reputations for excellent multiage programs; interviews with a representative sample of parents and teachers at each school; document analysis; a survey of multiage teachers, parents, and principals at each school; and a survey of participants attending a national conference on multiage instruction. Before implementing multiage programs, six important questions should be asked regarding: the reasons for implementation, teacher roles, type of school or organizational climate, type of parent and community involvement, leadership, and factors for success that can be generalized to other settings. The following guiding principles were identified: (1) There are compelling benefits for students and teachers that justify implementing multiage organization; (2) there is no single model; (3) neither bottom-up nor top-down implementation, by itself, is effective; (4) multiage programs require major conceptual change; (5) implementation is best viewed as an evolving, long-term change at the deepest levels of teacher beliefs about how humans learn; and (6) several incremental steps can facilitate and improve the likelihood of success. A total of 17 tables and 3 figures are included. Appendices contain information on the study methodology, data collection instruments, and codebook. (LMI)

ED 377 548 EA 026 275
Underwood, Siobhan Lumsden, Linda S.
Class Size.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR-93002006
Note—5p.
Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50, single copy; orders of 10 or more, $2 each; Virginia residents add 4.5 percent sales tax).
Journal Cit—Research Roundup; v11 n1 Fall 1994
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Annotated Bibliographies, *Class Size, Cost Effectiveness, Elementary Education, *Learning Strategies, Politics of Education, Teaching Methods
Identifiers—*Student Teacher Achievement Ratio Project TN
The items featured in this annotated bibliography touch on several aspects of the multifaceted class-size debate. Allen Odden reviews the literature and contends that class-size reduction should be used "sparingly and strategically." C. M. Achilles and colleagues examines two different class-size situations and find student test performance in the smaller classes is significantly better than in the larger ones. B. A. Nye and others describe the processes and results of three related longitudinal class-size initiatives. Douglas E. Mitchell and Sara Ann Beach review the history of class-size research, then pose and answer four questions relevant to policy issues or classroom practices. Tommy M. Tomlinson notes the political nature of the class-size debates. Helen Bain and others study the teaching practices and characteristics of 50 first grade teachers who participated in Tennessee's Student Teacher Achievement Ratio (STAR) Project. (MLF)

ED 378 665 EA 026 425
Freeman, Jayne
What's Right with Schools. ERIC Digest, Number 93.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-1
Pub Date—Feb 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Accountability, Achievement Tests, College Attendance, *Comparative Analysis, Dropout Rate, *Educational Quality, Elementary Secondary Education, Higher Education, High School Graduates, International Education, *Performance, *Public Schools, Socioeconomic Influences
Identifiers—ERIC Digests
Is the criticism of today's public schools and its employees unwarranted? This document highlights some data that cast the performance of American public schools in a more favorable light. Contrary to popular belief, today's students compare favorably with those in the past and with students in other countries. A higher percentage of American students complete high school than ever before, and many go on to college. Students who directly enter the workplace are generally well prepared. The digest traces the decline in SAT scores to changes in the demographics of test takers, and shows how comparisons with other nations do not reflect cultural differences. For example, in many countries the tests are taken by an elite group of students who have more hours of instruction and practice than students in the United States. Nearly 60 percent of American students progress to postsecondary studies and about 26 percent receive bachelor's degrees. Finally, social and economic conditions have a large influence on the educational system's ability to perform its task. (LMI)

ED 379 765 EA 026 509
McNeir, Gwennis
Outcomes-Based Education.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002006
Note—5p.
Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; $2 each on orders of 10 or more; Virginia residents add 4.5% sales tax; specify date and title of issue when ordering; check payable to NAESP must accompany order).
Journal Cit—Research Roundup; v10 n1 Fall 1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Competency Based Education, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Performance, *School Restructuring, Student Certification
Identifiers—*Outcome Based Education
Outcomes-based education (OBE) is a controversial model of educational restructuring that defines learning as what students can demonstrate that they know. This document reviews four journal articles and one bulletin that reflect a range of perspectives on OBE's potential promise and problems. In "Organizing for Results: The Basis of Authentic Restructuring and Reform," William G. Spady contends that the time-based structure prevalent in education favors administrative custody and convenience over student mastery. He offers OBE as an alternative model, outlining the principles and premises of the system, and presenting it as a blueprint for restructuring. In "Perspectives and Imperatives: Some Limitations of OBE," Jim McKernan argues that the notion of predetermined outcomes is antithetical to the nature of education, which he considers to be process-oriented and exploratory. He offers an alternative model that is more compatible with his concept of a liberal education. Gwennis McNeir, in "Outcomes-Based Education: Tool for Restructuring," clarifies the concept of OBE, explores the primary objections, and identifies elements that educators believe are crucial to its successful implementation. In "One District Learns About Restructuring," Charles E. Sams and Randy Schenkat describe how moving to an OBE model was the missing piece in a restructuring process in their district that included innovation but lacked a clear purpose. Kathleen A. Fitzpatrick provides an indepth account of how her district successfully implemented an OBE system, in "Restructuring To Achieve Outcomes of Significance for All Students." She offers examples of how to draft visionary outcomes, develop performance indicators, and shift instructional focus to match OBE guidelines. (LMI)

ED 379 786 EA 026 535
Walker, Dean
School Violence Prevention. ERIC Digest, Number 94.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-2
Pub Date—Mar 95

Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, College of Education, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Antisocial Behavior, Behavior Modification, *Behavior Problems, Educational Environment, Elementary Secondary Education, Intervention, *Prevention, *Student Behavior, *Violence
Identifiers—ERIC Digests

Tactics to deal with growing violence in schools have usually relied on removal of the offender by suspension or placement outside of the mainstream classroom. However, educators and psychologists are considering the prevention of violent behavior as both a more humane and cost-effective response to the problem. The relationship between school climate and school violence, the principal's role in the reduction of violence, strategies for teaching nonviolence to students, and preventative approaches for helping students with serious problems are described. Research has shown that violent student behavior can be alleviated through the development of a caring, inclusive school culture; programs that teach prosocial behavior and foster self-esteem; and collaboration with community social-service agencies. A highly visible principal can create school norms of nonviolence and community by cultivating relationships with students, encouraging a sense of ownership, and comprehensively addressing the roots of violent behavior, such as poverty, racism, and inadequate or abusive parenting. (LMI)

ED 380 880 EA 026 590
Walker, Dean
Preventing Violence in Schools.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002006
Note—5p.
Available from—National Association of Elementary School Principals, Educational Products, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; bulk orders of 10 or more, $2 each; Virginia residents add 4.5% sales tax).
Journal Cit—Research Roundup; v11 n2 Win 1994/95
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Discipline Policy, Drug Abuse, *Educational Environment, Elementary Education, Juvenile Gangs, Leadership, *Prevention, School Policy, *School Safety, Sexual Harassment, *Violence

Elementary school principals are in a key position to prevent school violence. This document reviews five publications that feature strategies administrators and teachers can use to create a safe school. In "Creating Safe Environments for Learning in North Carolina's Public Schools," Tanya M. Suarez reviews the literature on school safety and highlights the characteristics of schools that are safe places to learn in the midst of community violence. In "Violence in the Schools: How to Proactively Prevent and Defuse It," Joan L. Curcio and Patricia F. First offer strategies to defuse situations that promise to explode into violence. They discuss methods of preventing cultural and racial clashes, the growth of gangs, weapons in school, sexual harassment, and physical intimidation. "Second Step: A Violence-Prevention Curriculum," by the Committee for Children, presents a curriculum that reduces the potential for student violence by teaching skills in impulse control, anger management, and empathy. Diane Aleem and Oliver Moles, cochairs of the Goal Six Work Group, suggest ways that schools may be able to reduce student violence by creating orderly and nurturing learning environments in the publication "Reaching the Goals: Goal 6–Safe, Disciplined, and Drug-Free Schools." Finally, in "Reducing School Violence in Florida," Stephanie Kadel and Joseph Follman describe actions that principals can take to prevent school violence. (LMI)

ED 381 849 EA 026 536
Lines, Patricia M.
Home Schooling. ERIC Digest, Number 95.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-3
Pub Date—Apr 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Child Development, Civil Liberties, Elementary Secondary Education, Family School Relationship, Government School Relationship, Home Programs, *Home Schooling, *Nontraditional Education, Private Education, School Attendance Legislation, Social Development
Identifiers—ERIC Digests

A small but increasing number of school-aged children are engaging in home schooling–pursuing learning at home or elsewhere in the community. This digest summarizes research findings on and issues around home schooling. It describes the historical roots of home schooling, the estimated number of participants, the constitutionality and legal issues surrounding it, and the resources available to home schoolers. The effect of home schooling on children's social development is also examined. Disagreement exists about which is more beneficial to children–spending more time with mixed-age groups or with their peers. Public opinion is divided about home schooling. It is primarily opposed by professional educators' unions and associations; however, the parents' right to homeschool their children is generally upheld by the American Civil Liberties Union, most state legislatures, and the majority of respondents to a Gallup poll. (LMI)

ED 381 851 EA 026 558
Lashway, Larry
Facilitative Leadership. ERIC Digest, Number 96.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-4
Pub Date—Apr 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Behavior, *Administrator Responsibility, *Administrator Role, Educational Cooperation, Elementary Secondary Education, Interprofessional Relationship, *Leadership, *Leadership Styles, Organizational Climate, *Participative Decision Making, Professional Autonomy, Teacher Administrator Relationship
Identifiers—ERIC Digests, *Facilitative Leadership

Influenced by leadership developments in the private sector, educational researchers have increasingly focused their attention on "transformational" models of leadership that emphasize collaboration and empowerment. The facilitative leader's role is to foster the involvement of employees at all different levels. This digest summarizes current research on facilitative leadership. In contrast with traditional leaders whose domination is derived from formal authority and hierarchy, facilitative principals create environments in which teachers can work effectively. However, facilitation occurs within the existing structure, meaning that those accorded legal authority to ratify decisions continue to do so. Facilitative leadership requires that administrators trust and believe that others can and will function independently and successfully. It also requires the ability to utilize multiple frames of reference for understanding different aspects of organizational life. Tensions that accompany facilitative leadership include the blurring of accountability and the need to balance accommodation with an inflexible hierarchical system (for example, external pressure to act on issues). Finally, administrators interested in changing to a facilitative style are advised to start slowly; communicate their intentions clearly; adapt their strategies to individual variations; and avoid becoming preoccupied with formal structures, roles, and procedures. (LMI)

ED 381 869 EA 026 654
Gaustad, Joan
Implementing the Multiage Classroom. ERIC Digest, Number 97.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-5
Pub Date—May 95
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Cooperative Learning, Educational Innovation, Elementary Secondary Education, *Heterogeneous Grouping, Integrated Curriculum, *Mixed Age Grouping, *Nongraded Instructional Grouping, *Nontraditional Education, *Teacher Improvement
Identifiers—ERIC Digests

Multiage grouping and related instructional practices are being implemented with increasing frequency in classrooms across the nation. If implementation is carefully and knowledgeably planned, these innovations offer promising alternatives to traditional graded educational practices. This digest briefly describes issues to be considered before implementing such changes. It outlines what teachers and administrators need to know, the principal's role, organizational changes to be made ahead of time, and the importance of sufficient time and money. For example, schools that institute multiage grouping must also change their methods of instruction and facilitate developmentally appropriate practices. In addition, effective multiage teaching is more time-consuming than age-graded teaching, and schools should anticipate hiring additional teachers or paraprofessionals. (LMI)

ED 381 893 EA 026 685
Lashway, Larry
Can Instructional Leaders Be Facilitative Leaders? ERIC Digest, Number 98.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-6
Pub Date—May 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Elementary Secondary Education, *Instructional Leadership, *Leadership, *Leadership Styles, *Participative Decision Making, Teacher Administrator Relationship
Identifiers—ERIC Digests

Today, prevailing views of leadership suggest that the principal's role should not be to direct others but to create a school culture in which decisions are made collaboratively. Such "facilitative" leadership exercises power through others, not over them. The basic question is whether or not these two leadership styles are mutually exclusive. The development of a school mission is an example of an administrative function that combines both leadership perspectives. Principals work to achieve consensus from stakeholders about the school's vision, but must also intervene with those who hold values inconsistent with commonly shared goals. Thus, formulating a vision is a continuing dialogue, rather than a one-time event. The Digest also describes ways that a facilitative leader creates a positive learning climate, provides teacher feedback, and

promotes teacher participation in curriculum and evaluation. In each task, relationships and teacher involvement are key elements. In conclusion, the evolution of facilitative approaches has not eliminated the underlying functions of instructional leadership, but today's principals are being challenged to carry out those functions in ways that are less direct and more collaborative. (LMI)

ED 384 950 EA 026 795
Oswald, Lori Jo
School-Based Management. ERIC Digest, Number 99.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-7
Pub Date—Jul 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Decentralization, Educational Change, Elementary Secondary Education, Governance, *Participative Decision Making, Resistance to Change, *School Based Management
Identifiers—ERIC Digests
This digest summarizes some of the recent research regarding school-based management (SBM). In particular, it addresses two questions: (1) Is SBM working, and (2) What can schools changing to an SBM system do to ensure success? Information is presented on what type of SBM system works best, research on SBM success, the kinds of problems encountered in an SBM system, the responsibilities of stakeholders, and the best way to change to an SBM system. Barriers to SBM frequently include lack of knowledge by participants about what SBM is and how it works; lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that curtail decision-making authority and teachers' time involvement; and the reluctance of some administrators to share decision-making authority. SBM success requires an understanding among stakeholders about SBM, how it is implemented, and their new roles and responsibilities; district support; and adequate time (3-15 years). (LMI)

ED 384 951 EA 026 796
Oswald, Lori Jo
Priority on Learning: Efficient Use of Resources. ERIC Digest, Number 100.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-95-8
Pub Date—Jul 95
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Cost Effectiveness, *Efficiency, Elementary Secondary Education, Expenditures, Organizational Effectiveness, *Public Schools, *Resource Allocation, *School District Spending
Identifiers—ERIC Digests
Because school budgets are limited and becoming more so, the wise use of school finances to enhance student learning is imperative. This digest examines the ways public schools are redistributing existing resources and changing policies to increase student academic achievement. Information is provided on the most effective means for allocating finances, methods used by school districts to cut costs, the impact of state policies, and actions to be taken at the school district and school levels. According to the Committee on Economic Development (CED 1994), investing money in schools is important, "but only if schools are organized to use it effectively to promote achievement." Districts can cut costs by streamlining administration and support-service costs and by reducing costs outside the classroom, which does not directly affect the education of children. Traditional state policies may cause schools to ignore student outcomes. At the district level, policymakers need to refrain from limiting the principal's authority and accountability. At the school level, principals should establish goals that focus on student outcomes and communicate them to students and teachers. (LMI)

EC

ED 377 638 EC 303 566
Training Older Siblings To Enhance the Communications of Infants and Toddlers with Down Syndrome. Research & Resources on Special Education, Abstract 17.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Jun 88
Contract—R188062007
Note—3p.; For a related document, see ED 294 356.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Dr., Dept. K31148, Reston, VA 22091-1589 (Order No. E717, $1 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Cross Age Teaching, *Downs Syndrome, Early Childhood Education, Helping Relationship, Interaction Process Analysis, *Interpersonal Communication, Intervention, Maintenance, Preschool Children, *Sibling Relationship, Skill Development, Toddlers
Based on the study titled, "Siblings as Communication Trainers for Prelinguistic Infants with Down Syndrome" by Nancy B. Richard, this research abstract reports on a study of six sibling pairs in which the older siblings were 6 to 8 years old and their younger brothers and sisters, who had Down syndrome, were from 16 to 41 months old. The older siblings were trained to use social communication strategies, in order to support the development of more balanced communication and to give more opportunities for the younger children to initiate communications. Three strategies--"follow the leader," "take turns," and "elaborate"--were used in the context of familiar games. The training increased the contingent responsiveness of the older siblings. They responded more frequently to bids for communication from their younger brothers and sisters and responded immediately, providing contingent feedback or reinforcement. The number of communicative "turns" taken by the younger siblings also increased, and there were more spontaneous comments from them. For all subjects, these increases were maintained at follow up. A survey of parents showed that they perceived a moderate change in the interactive play of their children. (JDD)

ED 377 639 EC 303 567
Peer Tutoring and Small Group Instruction. Research & Resources on Special Education, Abstract 18.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Jun 88
Contract—R188062007
Note—3p.; For related documents, see ED 295 400-401.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Dr., Dept. K31148, Reston, VA 22091-1589 (Order No. E718, $1 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Autism, Elementary Secondary Education, Individualized Instruction, Instructional Effectiveness, Interaction, *Peer Teaching, *Small Group Instruction, Social Behavior, Training Methods, *Tutorial Programs
This research abstract describes two studies: first, "Class Instructional Programs with Autistic Children; Group Structures and Tutoring Models" (Debra M. Whorton et al.) and, second, "The Use of Explicitly Trained Peers To Facilitate the Social Behavior of Autistic Children" (Andrew Egel and Michael Shafer). Both studies investigated effective peer tutoring and group instruction techniques for use with students who have autism. The first study developed a package to train mildly disabled students in facilitating specific social behaviors of their peers with autism. The peer training program included modeling of target behaviors. Results indicated that all peer trainers increased their interaction with students with autism. The number of training sessions required to stabilize improved interactions varied among peer trainers. All of the students with autism showed marked, but variable, improvement in their behavior, and these improvements generalized to free play sessions after training. The second study involved a series of investigations of the effects of group structure on the learning and behavior of students with autism and developmental disabilities. The investigations focused on peer tutoring and a comparison of small-group instruction to one-to-one instruction. The investigations demonstrated that: (1) students with disabilities can effectively tutor their peers; (2) nondisabled peers can effectively tutor students with autism and manage off-task and self-stimulatory behaviors; and (3) small group instruction can be superior to one-to-one instruction in terms of student performance. (JDD)

ED 377 640 EC 303 568
Using Curriculum-Based Measuremeat To Select Instructional Strategies. Research & Resources on Special Education, Abstract 21.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Dec 88
Contract—R188062007
Note—3p.; For a related document, see ED 311 618.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Dr., Dept. K31148, Reston, VA 22091-1589 (Order No. E721, $1 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Based Assessment, Educational Strategies, Elementary Education, Inservice Teacher Education, Instructional Development, *Instructional Effectiveness, Intervention, *Mild Disabilities, Outcomes of Treatment, Teacher Effectiveness, *Teaching Methods
This research abstract is based on the study, "Educational Teaching: An Approach to Improving Student Achievement, Changing Teaching Beliefs, and Identifying Effective Practices" by Stanley L. Deno. The abstract describes a 2-year study of the effects of combining curriculum-based measurement with the use of alternative teaching strategies, to determine which reforms in the student's educational program produce the best performance outcomes. Six resource specialists were selected as teacher trainers for 28 experienced, volunteer special education resource teachers working with elementary students with mild disabilities. The study found that, following the experience of experimental teaching, teachers generated more alternative interventions in response to a specific case and reduced their estimates of the proportion of students for whom a given intervention would be effective. Results indicated that the combined effects of training and experience in experimental teaching provided teachers with a greater overall knowledge of teaching interventions, changed their beliefs about individualized instruction, and allowed them to select more effective interventions for their students. (JDD)

ED 377 641 EC 303 569

The Effects of Student-Teacher Ratios on Student Performance in Special Education. Research & Resources on Special Education, Abstract 22.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Jan 89

Contract—RI88062007

Note—3p.; For related documents, see ED 304 814 and ED 304 816.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Dr., Dept. K31148, Reston, VA 22091-1589 (Order No. E722, $1 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Size, Elementary Education, *Mild Disabilities, *Outcomes of Education, *Performance Factors, Student Reaction, *Teacher Student Ratio, Time on Task

This research abstract is based on two studies: first, "Student and Instructional Outcomes under Varying Student-Teacher Ratios in Special Education" and, second, "A Case Study Analysis of Factors Related to Effective Student-Teacher Ratios", both by Martha L. Thurlow and others. The studies investigated the effects of various student-teacher ratios on quantitative and qualitative outcome measures and explored the interaction of this variable with other factors that contribute to student performance. Subjects were 139 elementary special education students. Results indicated that under lower student-teacher ratios, students spent more time in active academic responses and academic engaged time; teachers more often checked for student understanding and provided greater task relevance, more feedback, and more adaptive instruction. Under higher ratios, there was more time spent in student-teacher discussion, the entire group setting, teacher initiated tasks, management responses, and inappropriate responses. Differences were not found in measures of task completion and success. Case studies in the second report showed that academic responding time varies not only as a function of student-teacher ratios but also as a result of characteristics of the student and the home and community environments. (JDD)

ED 377 642 EC 303 570

Prereferral Intervention: Using Mainstream Assistance Teams To Accommodate Difficult-To-Teach Students in General Education. Research & Resources on Special Education, Abstract 24.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA. ERIC/OSEP Special Project.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Sep 89

Contract—RI88062007

Note—3p.; For related documents, see ED 292 277 and ED 306 726.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Dr., Dept. K31148, Reston, VA 22091-1589 (Order No. E724, $1 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Behavior Problems, Classroom Techniques, *Consultation Programs, Diagnostic Teaching, Intermediate Grades, *Learning Problems, Mainstreaming, *Prereferral Intervention, Program Effectiveness, Self Management, Teamwork

Identifiers—*Mainstream Assistance Team Project

This research abstract summarizes two reports titled: (1) "Mainstream Assistance Teams to Accommodate Difficult to Teach Students in General Education" (Douglas Fuchs and Lynn S. Fuchs) and "Prereferral Intervention through Teacher Consultation: Mainstream Assistance Teams (Douglas Fuchs and others). The project investigated a prereferral intervention approach to enhance classroom teachers' ability to manage and instruct difficult-to-teach pupils. The project, called Mainstream Assistance Teams (MATs), is based on behavioral consultation, a problem-solving approach to designing, implementing, and evaluating an intervention to change behaviors that interfere with learning. The MAT model involves problem identification, intervention planning, implementation, and evaluation. Groups of teachers implemented different versions of the MAT process. Teacher ratings suggested that versions of the MAT in which the consultant was extensively involved were more effective, but observation data showed no reliable differences among versions. When teachers and consultants selected interventions from a set designed to reduce problem behaviors, the frequency of students' problem behavior was reduced and most teachers became more positive toward these pupils. Students in the experimental groups were less likely to be referred for special education than those in control groups. Students were able to effectively monitor their own behavior. (JDD)

ED 378 755 EC 303 653

Behrmann, Michael M.

Assistive Technology for Students with Mild Disabilities. ERIC Digest E529.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-93-12

Pub Date—Jan 95

Contract—RR93002005

Note—4p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5, prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assistive Devices (for Disabled), *Communication Aids (for Disabled), *Computer Uses in Education, Educational Media, Educational Technology, Elementary Secondary Education, Federal Legislation, *Mild Disabilities, Study Skills

Identifiers—ERIC Digests, Technology Related Assistance Individ Disabil Act

This informational digest considers assistive technology for students with mild disabilities in the context of Public Law 100-407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988 which was designed to enhance the availability and quality of assistive technology devices and services to people with disabilities and their families. First, assistive technology devices are briefly described. Then seven areas in which assistive technology can assist students with mild disabilities are explained with examples. These are: (1) organization, (2) note taking, (3) writing assistance, (4) productivity, (5) access to reference materials, (6) cognitive assistance, and (7) materials modification. Contains three references and three suggested resources, and includes electronic resources. (DB)

ED 381 984 EC 303 940

Fuchs, Lynn S.

Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment. ERIC Digest E530.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-1

Pub Date—Jun 95

Contract—RR93002005

Note—3p.; Derived from "Connecting Performance Assessment to Instruction," by Lynn Fuchs; see ED 375 565.

Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Based Assessment, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Learning, Mastery Learning, *Performance, *Student Evaluation, Teaching Models

Identifiers—ERIC Digests, *Performance Based Evaluation

This digest summarizes principles of performance assessment, which connects classroom assessment to learning. Specific ways that assessment can enhance instruction are outlined, as are criteria that assessments should meet in order to inform instructional decisions. Performance assessment is compared to behavioral assessment, mastery learning, and curriculum-based management. Three key features of performance assessment are distinguished: (1) students construct, rather than select, responses; (2) assessment formats allow teachers to observe student behavior on tasks reflecting real-world requirements; and (3) scoring reveals patterns in students' learning and thinking. An example of a performance assessment task is provided. Performance assessment is evaluated in terms of seven general criteria for assessment, such as the measurement of important learning outcomes; compatibility with a variety of instructional models; and ease of administration, scoring, and interpretation by teachers. (DB)

ED 381 985 EC 303 941

Elliott, Stephen N.

Creating Meaningful Performance Assessments. ERIC Digest E531.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-2

Pub Date—Jun 95

Contract—RR93002005

Note—3p.; Derived from "Creating Meaningful Performance Assessments: Fundamental Concepts," by Stephen N. Elliott; see ED 375 566.

Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, $5 minimum order prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, Elementary Secondary Education, *Evaluation Methods, Guidelines, *Performance, *Student Evaluation, Test Reliability, Test Validity

Identifiers—ERIC Digests, *Performance Based Evaluation

This digest offers principles of performance assessment as an alternative to norm-referenced tests. The definition of performance assessment developed by the U.S. Congress's Office of Technology and Assessment is given, common features are listed, and the terms "performance" and "authentic" are defined. Suggested guidelines for addressing validity in performance assessments focus on internal characteristics of the assessment, the relationship of the measure to similar measures or future performance, and the intended effects of using the instrument. In providing evidence for the reliability and validity of performance assessment, evaluators are urged to address: (1) assessment as a curriculum event; (2) task content alignment with curriculum; (3) scoring and subsequent communications with consumers; and (4) linking and comparing results over time. Teachers are urged to use performance assessments in ways which will interact with instruction. (DB)

ED 381 986 EC 303 942

Thurlow, Martha

National and State Perspectives on Performance Assessment. ERIC Digest E532.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-3

Pub Date—Jun 95

Contract—RR93002005

Note—3p.; Derived from "National and State Perspectives on Performance Assessment and Students with Disabilities," by Martha L. Thurlow; see ED 375 567.

Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Educational Assessment, Elementary Secondary Education, *National Programs, *Performance, Special Needs Students, Standards, *State Programs, Student Evaluation, Student Participation
Identifiers—ERIC Digests, National Adult Literacy Survey (NCES), National Assessment of Educational Progress, *Performance Based Evaluation
This digest examines issues concerning performance assessment of students receiving special education services. Issues addressed are: (1) need to infuse performance assessment into national programs including the National Assessment of Educational Progress (NAEP) and the National Adult Literacy Survey (NALS); (2) current lack of inclusion of students with disabilities in the NAEP and the NALS assessment programs due to exclusive guidelines and a lack of accommodations; (3) suggestions for increasing participation of students with disabilities in national assessments (such as clarification of guidelines and use of reasonable accommodations and adaptations); (4) need to infuse performance assessment into state programs; (5) current exclusion of students with disabilities on most statewide assessments; and (6) suggestions for increasing the participation of students with disabilities in statewide assessments (such as including students with disabilities in pilot tests and consideration of equity issues in crafting the assessments). (DB)

ED 381 987 EC 303 943
McLaughlin, Margaret J. Warren, Sandra Hopfengardner
Using Performance Assessment in Outcomes-Based Accountability Systems. ERIC Digest E533.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-94-4
Pub Date—Jun 95
Contract—RR93002005
Note—3p.; Derived from "Performance Assessment and Students with Disabilities: Usage in Outcomes-Based Accountability Systems," by M. J. McLaughlin and S. H. Warren; see ED 375 568.
Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Accountability, *Disabilities, Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *Performance, State Programs, *Student Evaluation
Identifiers—ERIC Digests, *Performance Based Evaluation
This digest considers the use of performance assessment within outcomes-based accountability systems for students with and without disabilities. Application of performance assessment to students with disabilities involves defining the outcomes, developing performance standards, developing assessment accommodations, and scoring. Implications of using performance assessments for accountability are increased program costs, the need to set performance standards, and the need to specify outcomes and indicators. Considerations for including students with disabilities in outcomes-based accountability systems are the common set of outcomes across students, appropriate accommodations, and modifications of scoring standards. Programs in Kentucky, Maryland, and Vermont have adopted performance-based assessment in outcomes-based systems. Educators are urged to use strategies which increase the potential for success of students with disabilities when using performance assessments in outcomes-based systems. (DB)

ED 383 152 EC 303 976
Schelly, Cathy And Others
Vocational Support Strategies for Students with Emotional Disorders. ERIC Digest E534.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-94-5
Pub Date—Jun 95
Contract—RR93002005
Note—3p.
Available from—Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Emotional Disturbances, *Employment Potential, High Schools, Job Application, *Job Performance, Labor Turnover, Supported Employment, Vocational Adjustment, *Vocational Education, Vocational Evaluation, Work Attitudes
Identifiers—ERIC Digests
This digest describes support strategies for overcoming obstacles to finding and maintaining employment for students with emotional disorders. These youths may avoid risk-taking situations and often have difficulty with verbal and nonverbal communication, such as struggling to make telephone calls to employers and exhibiting limited communication skills and eye contact. Obstacles to holding a job include difficulty following instructions and staying on task, inability to accept feedback, acting before thinking, and general lack of socially acceptable work behaviors. Support strategies include functional community-referenced assessment, modified supported employment, career skills preparation, problem-solving implementation, allowing natural consequences to occur, and action planning. A list of five organizational resources, and five electronic resources concludes the digest. Contains six references. (SW)

ED 385 095 EC 304 129
Frost, Julie A. Emery, Michael J.
Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits. ERIC Digest E539.
ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-95-2
Pub Date—Aug 95
Contract—RR93002005
Note—4p.
Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Auditory Perception, Auditory Training, Definitions, *Disability Identification, *Dyslexia, Elementary Secondary Education, Incidence, *Intervention, Learning Strategies, Metacognition, *Perceptual Impairments, Phonics, *Phonology, *Remedial Instruction, Remedial Reading
Identifiers—ERIC Digests
This digest presents basic information for those providing educational services to children with dyslexia who have phonological core deficits. First it provides a brief overview, noting the incidence of dyslexia and the large number of these children with phonological deficits which result in far less academic progress than experienced by other children with learning disabilities. A definition of phonological core deficits notes the major components of phonemic awareness, sound-symbol relations, and storage and retrieval of phonological information in memory. Several criteria for classification and identification of dyslexia and learning disability are summarized and popular assessment measures are listed. Ten suggested interventions are noted, such as teaching metacognitive strategies, providing direct instruction in language analysis and the alphabetic code, and using techniques that make phonemes more concrete. Also listed are some print resources for teachers, relevant associations, and electronic resources. (DB)

FL

ED 373 611 FL 800 817
Gillespie, Marilyn K.
Native Language Literacy Instruction for Adults: Patterns, Issues, & Promises. Issues in ESL Literacy Education 1.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002010
Note—42p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Literacy, Educational Assessment, *Educational Needs, Educational Trends, Information Needs, *Literacy Education, *Native Language Instruction, Program Descriptions, Program Design, Program Development, Research Needs, Staff Development, Trend Analysis
The profile of native language literacy instruction for adults looks at a variety of trends and issues in the design and improvement of such programs. The first section discusses what has been learned in the last few years about the kinds of instruction offered, including basic program characteristics and models for curriculum, instruction, and assessment. Six programs are described in this section. The second section focuses on the rationale for offering native language literacy instruction to adults, examining sociopolitical, linguistic, sociocultural, and sociocontextual reasons and the importance of literacy for content learning. The third section highlights key areas in which even limited investment of resources can bring program improvement. These areas include demonstration projects, development of a common data bank, and staff development activities. Finally a research agenda is outlined. Research areas of particular interest include transfer of native language literacy knowledge and skills to a second language, collaborative program-based research, language use in communities and classrooms, teacher inquiry and action research, longitudinal studies, and surveys. Contains 75 references. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 375 688 FL 800 824
Holt, Daniel D., Ed.
Assessing Success in Family Literacy Projects: Alternative Approaches To Assessment & Evaluation. Language in Education Theory & Practice 85.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Arlington, Va.; Delta Systems Inc., McHenry, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-85-6
Pub Date—94
Contract—RI89166001
Note—154p.
Available from—Delta Systems Co., Inc., 1400 Miller Pkwy, McHenry, IL 60050.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Guides, Classroom Observation Techniques, *English (Second Language), *Family Programs, Holistic Approach, Interviews, *Literacy Education, *Measurement Techniques, Needs Assessment, Program Development, *Program Evaluation, Sampling, *Student Evaluation, Student Placement, Surveys, Teaching Guides
Identifiers—*Family Literacy
A discussion of family literacy projects focuses on alternatives to traditional methods of program evaluation. In the first chapter, the distinction between standardized and alternative assessments is clarified and the special evaluation needs of family literacy projects are highlighted. The remainder of the handbook is intended to help program staff members

design and implement appropriate alternative approaches to assessment. Each chapter addresses a different aspect of assessment and evaluation. Chapter 2 contains a model for integrating program planning, implementation, and evaluation activities. Chapter 3 addresses initial assessment, including needs assessment, intake, and placement, suggesting strategies for using these to yield accurate baseline information. The fourth chapter describes how alternative approaches can be used to document learners' progress toward instructional objectives, and the fifth chapter suggests uses for surveys, performance samples, focus groups, and observation techniques to measure and demonstrate progress toward program goals. The final chapter describes the process used in designing and field testing this handbook, using the planning model presented earlier and offering methods for refining the project in question. A glossary is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 695 FL 022 508
Hancock, Charles R.
Alternative Assessment and Second Language Study: What and Why? ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-01
Pub Date—Jul 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Evaluation Methods, *Portfolio Assessment, Second Language Instruction, Second Language Learning, Second Language Programs, *Student Evaluation, *Testing
Identifiers—*Alternative Assessment, ERIC Digests
This digest discusses some of the practical implications of using alternative methods of assessing students in foreign or second language classrooms. First, assessment and testing are contrasted, and assessment is defined as an ongoing strategy through which student learning is not only monitored, but by which students are involved in making decisions about the degree to which their performance matches their ability. In the next three sections, alternative assessment, authentic assessment, and portfolio assessment are described, and suggestions are offered for why these methods are beneficial. A final section looks at what the implications are for incorporating alternative assessment in second and foreign language programs. Contains 16 references. (VWL)

ED 376 707 FL 022 571
Oxford, Rebecca
Language Learning Strategies: An Update. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-02
Pub Date—Oct 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, Classroom Techniques, *Language Research, *Learning Strategies, Second Language Instruction, *Second Language Learning
Identifiers—ERIC Digests
This digest discusses second language learning strategies–specific actions, behaviors, steps, or techniques students used to improve their progress in apprehending, internalizing, and using the second language. The first section discusses characteristics of good language learners. The second section highlights research findings that suggest successful language learners often use strategies in an orchestrated fashion. In the third section, factors that influence the choice of second language learning strategies (i.e., motivation, gender, learning style) are listed. Subsequent sections address teaching students to use second language learning strategies), the problems in trying to classify second language learning strategies, and implications for further research. Contains 16 references. (VWL)

ED 376 733 FL 022 615
Instructional Conversations in Native American Classrooms. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-05
Pub Date—Dec 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037 ($4).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Education, *American Indians, *Classroom Environment, *Cognitive Processes, Cultural Differences, North American Culture, *Sociolinguistics, *Student Motivation, *Teaching Methods
Identifiers—ERIC Digests, *Instructional Conversation, Native Americans
Research indicates that the instructional conversation (IC), a dialogue between teacher and learner in which prior knowledge and experiences are woven together with new material to build higher understanding, can be an effective method for raising the low academic achievement levels of various groups of Native American students. The IC contrasts with the "recitation script" of traditional western schooling, which is routinized and dominated by the teacher. In order for ICs to be a truly effective method, however, educators must take into account the following factors concerning the indigenous cultures of their students: (1) sociolinguistics; (2) cognition; (3) motivation; and (4) social organization. A description of each of these factors and their effect on the implementation of ICs among Native American populations is included in this digest. Contains 13 references. (VWL)

ED 376 734 FL 022 616
Marcos, Kathleen
Internet for Language Teachers. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-04
Pub Date—Dec 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Databases, *Electronic Mail, *Language Teachers, Second Language Instruction, Second Language Learning
Identifiers—Electronic Journals, ERIC Digests, *Internet
After providing an overview of Internet, this Digest outlines information and services that Internet can make available. Specific focus is on the following: (1) electronic mail; (2) remote access to library and other databases; (3) subscription to lists and other electronic fora; (4) subscription to electronic journals; and (5) file transfer. A substantial resource list is included. Contains 17 references (including works consulted and works for further reading). (VWL)

ED 378 846 FL 800 858
Quintero, Elizabeth
Valuing Diversity in the Multicultural Classroom. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-05
Pub Date—Nov 94
Contract—RI93002010
Note—4p.; Adapted, with permission, from "Immigrant Learners and Their Families: Literacy to Connect the Generations."
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Cultural Awareness, *Cultural Pluralism, Curriculum Design, Curriculum Development, *English (Second Language), *Family Programs, Family Role, *Literacy Education, Multicultural Education, Student Interests
Identifiers—*Diversity (Student), ERIC Digests
Increasingly, educators understand that learners represent a complex array of personal experiences, values, and intentions that can inform curriculum development and classroom instruction. This is particularly true of the diverse population in English-as-a-Second-Language (ESL) and family ESL literacy programs. Educators respect and honor their learners' ways of knowing when they create and work from curricula that emerge from issues important to them. In effective family literacy programs, diverse ways of knowing are explored and valued, and it is important that learning be multi-directional: children, parents, and teachers all learn from one another by sharing experiences. Participatory techniques, such as comparing social and family values of the cultures represented in the classroom, have several benefits: they provide a forum for discussing learner knowledge; do not force participants to devalue their own cultures; and provide valuable information for teachers and their own and other cultures. Comments of adults in intergenerational literacy programs reflect these benefits. Contains a brief list of references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 847 FL 800 859
Schlessman-Frost, Amy
Collaboration in Adult ESL and Family Literacy Education. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-06
Pub Date—Dec 94
Contract—RI93002010
Note—4p.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Bilingual Education, *Educational Cooperation, *English (Second Language), Ethics, Evaluation Methods, *Family Programs, Information Networks, Literacy Education, *Participative Decision Making, *Partnerships in Education, Telecommunications
Identifiers—ERIC Digests, *Family Literacy, New Mexico, Policy Issues
The current trend toward collaboration is having an impact on the fields of adult basic education and adult English-as-a-Second-Language (ESL) and literacy education. This digest looks at collaboration for adult ESL programs and for family bilingual and ESL literacy programs. It discusses the distinctions among cooperation, coordination, and collaboration; presents a framework for collaboration; reports on uses of technology for collaboration; and explores ethical considerations, evaluation concerns, and policy issues. Each of these areas is examined in turn, and it is concluded that: collaborative efforts can offer better services than individual agencies can offer separately; the democratic nature of collaboration should benefit all participants–while providing the best services to clients. An inset briefly notes two successful collaborations in New Mexico, one urban and one rural. (Contains 10 references.) (Adjunct ERIC Clearinghouse on ESL Literacy Education) (LR)

ED 378 848 FL 800 860
Weinstein-Shr, Gail
Family and Intergenerational Literacy in Multilingual Families ERIC Q & A. [Revised.]
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 92
Contract—RI89166001
Note—6p.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, Competency Based Education, Cooperation, Cultural Background, Curriculum Development, Curriculum Guides, *English (Second Language), Ethnography, Immigrants, *Intergenerational Programs, *Literacy Education, Multilingualism, Parent Child Relationship, Parent Participation, Parent School Relationship, Reading Aloud to Others, Story Telling, Teaching Methods
Identifiers—*Family Literacy, *Intergenerational Relationship, Promising Practices
Five questions and answers are presented in this document. They are as follows: (1) Are family literacy and intergenerational literacy the same? The first term, it is explained, focuses on the parent and child, while the second term, used in the broader sense, involves other adults such as grandparents and neighbors, etc. (2) What are the goals of family and intergenerational programs, and what are some models for working toward those goals? Answer: The goals of both types of programs include: promoting parental involvement; improving attitudes and values as well as skills linked to reading; increasing families' sense of the wider social significance of reading; and addressing the unique difficulties of multilingual families that have been uprooted and displaced. (3) What instructional approaches, methods and techniques are used in family literacy programs? The answer provides two approaches. The are: the competency-based method; and the participatory approach. It is noted that several programs, including Even Start, of Washington state, combine both approaches. (4) What materials and resources have been developed for family and intergenerational programs? Different types of curriculum that will address particular concerns are described in the answer. (5) what are some promising directions for the future? The answer describes four characteristics that all promising programs appear to have in common. Such programs: build on family strengths; see collaboration between child and adult educators as crucial; value traditional culture; and conduct ethnographic research. (Contains 28 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (LR)

ED 379 915 FL 022 697
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-03
Pub Date—Dec 94
Contract—RR93002010
Note—3p.; Based on three reports published by the National Center for Research on Cultural Diversity and Second Language Learning: "Two-way Bilingual Education: Students Learning Through Two Languages" (Donna Christian); "Two-Way Bilingual Education: A Progress Report on the Amigos Program" (Mary Cazabon, Wallace Lambert, and Geoff Hall); and "Students' Views of the Amigos Program" (Wallace Lambert and Mary Cazabon).
Available from—User Services, ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education Programs, Educational Trends, English (Second Language), *Futures (of Society), Program Descriptions, *Program Effectiveness, *Program Implementation, Spanish, Spanish Speaking, *Student Attitudes, Testing
Identifiers—*Amigos Program MA, ERIC Digests, *Two Way Bilingual Education
Two-way bilingual education has taken root in many schools across the United Sates. In these programs, students develop dual language proficiency by receiving instruction in English and another language in a classroom that is usually comprised of half native speakers of English and half native speakers of the target language. Two-way programs work toward academic, language, and affective goals. Language minority students benefit from the opportunity to develop and learn through their native language as well as English, while English speakers achieve well academically in an immersion environment. The first part of this Digest looks at the issues involved in implementing a two-way program, future directions and concerns of two-way bilingual education, and emerging results of two-way bilingual programs. The second part of the Digest concentrates on the Amigos Program, a two-way program established in Cambridge, Massachusetts in 1985-86 that now serves nearly 300 students. Program design, program assessment, and student responses to program participation are highlighted. Contains eight references. (VWL)

ED 379 950 FL 022 836
Ranard, Donald A., Ed. Pfleger, Margo, Ed.
From the Classroom to the Community: A Fifteen-Year Experiment in Refugee Education. Language in Education: Theory and Practice 86.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-55-4
Pub Date—95
Contract—RR93002010
Note—136p.
Available from—Delta Systems, Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Acculturation, Adults, Children, Daily Living Skills, *English (Second Language), Family School Relationship, Foreign Countries, Hmong People, Land Settlement, *Literacy Education, *Native Language Instruction, *Parent Participation, *Program Descriptions, Public Policy, *Refugees, Second Language Instruction, Social Services, Young Adults
Identifiers—*Asia (Southeast), Thailand, United States, Vietnamese Amerasians
This book describes the unique educational program established in 1980 for United States-bound refugees in Southeast Asia. It analyzes the forces that led to the launching of the program and discusses some of its most innovative practices. Written by the program planners and educators, the book focuses on the following: providing instruction in native language literacy; enhancing parents' involvement in their children's education; and integrating educational and social services for young adults. Valuable insights and practical examples in the fields of language and cross-cultural education are provided, as well as information regarding America's initial response to the refugee crisis and U.S. refugee policy. The following chapters are included: "Balancing the Ideal and the Pragmatic: Reflections on the Overseas Refugee Program" (Ann Morgan); "Responding to the Crisis: Creation of the Overseas Refugee Program" (Roger E. Harmon); "Redefining Survival: Practices, Trends, and Issues in the Overseas Refugee Program" (Donald A. Ranard and Margo Pfleger); "Beyond the Classroom: Meeting the Needs of Young Adult Amerasians" (John Michael Phillips); "The World of the Past, the World of tomorrow: First Language Literacy at the Phanat Nikhom Refugee Camp" (Fred Ligon); and "Enhancing the Flavor: Winning Partnerships Between Home and School" (Lauren Hoyt). (JL)

ED 379 951 FL 022 837
Vaznaugh, Adriana
Dropout Intervention and Language Minority Youth. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-06
Pub Date—Mar 95
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, *English (Second Language), Extracurricular Activities, High Risk Students, High Schools, High School Students, *Hispanic Americans, *Limited English Speaking, Mentors, Middle Schools, *Program Descriptions, Second Language Learning, Tutoring
Identifiers—California Partnership Academies, Coca Cola Valued Youth Program, ERIC Digests, Language Minorities, Project Adelante NJ
This digest describes three programs for middle and high school language minority students at risk of dropping out of school. Two of the programs are geared toward limited-English-proficient Hispanic youth, and the third, a vocational program, involves African-American students as well. The first program described is the Coca-Cola Valued Youth Program, which aims to help Hispanic middle and high school students achieve academic success and improve their language skills. In this program, middle and high school students are paired with elementary school students identified as being at risk of dropping out of school. The program's philosophy is that the tutors, by being placed in positions of responsibility, will improve their self esteem and academic performance. The goals of the second program, Project Adelante, are to improve the high school graduation rate of Hispanic students, increase their opportunities for college admission, and increase the number who enter the teaching profession. The California Partnership Academies Program represents a three-way partnership among state, local school districts, and supporting businesses. Goals are to provide academic and vocational training to disadvantaged students and to decrease youth unemployment. (Contains nine references and three program contacts.) (VWL)

ED 379 964 FL 800 896
Weinstein-Shr, Gail, Ed. Quintero, Elizabeth, Ed.
Immigrant Learners and Their Families: Literacy To Connect the Generations. Language in Education: Theory & Practice 84.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-84-8
Pub Date—95
Contract—RI89166001
Note—173p.
Available from—Delta Systems, Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Curriculum Design, Family Programs, *Family Role, *Immigrants, *Intergenerational Programs, *Literacy Education, Personal Narratives, Program Descriptions, *Program Design, Program Evaluation, Student Journals
Teachers' and developers' descriptions of intergenerational literacy programs for immigrants are collected here. Topics addressed include appropriate program design, the quality of intergenerational collaboration, student journals, learner-centered curriculum design, traditional and personal storytelling as a literacy approach, education and refugee experiences, student and program assessment, and the benefits of intergenerational programs. Articles include: Program Design: Focus on Collaboration"; "Literacy Program Design: Reflections from California" (Grace D. Holt, Daniel D. Holt); "Lessons in Collaboration: An Adult Educator's Perspective" (Jessica Dilworth); "Connecting Through Culture Brokers: Promise and Pitfalls" (Nora Lewis, Cecilia Varbero); "Family Collaboration in Children's Literacy: When Journals Travel Home" (Daniel J. Doorn); "Curriculum: Drawing on Learner Strengths"; "From Deficit to Strength: Changing Perspectives on Family Literacy" (Elsa Roberts Auerbach); "Memories of Miami in the Family Literacy Class" (Loren McGrail); "Literacy from Within: the Project FIEL Curriculum" (Ana Huerta-Macias); "Our Stories To Transform Them: A Source of Authentic Literacy" (Maritza Arrastia); "Where We Are, Where We're Going"; "Learning from Uprooted Families" (Gail Weinstein-Shr); "Evidence of Success: Learner Assessment and Program Evaluation in Innovative Programs" (Heidi Spruck Wrigley); and "Magic and Risk: Lessons for the Future" (Elizabeth Quintero). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 965 FL 800 897
Holt, Grace Massey
Teaching Low-Level Adult ESL Learners. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-07
Pub Date—Jan 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Learning, Adult Students, Classroom Techniques, Educational Needs, *English (Second Language), *Instructional Materials, *Introductory Courses, Limited English Speaking, *Literacy Education, Media Selection, Needs Assessment, Second Language Instruction, *Student Centered Curriculum, Student Characteristics, Student Needs
Identifiers—ERIC Digests
In recent years, the English-as-a-Second-Language (ESL) teaching profession has made discoveries about teaching beginning or low-level adult learners (those with little or no schooling in their native languages, learners who may not be familiar with the Roman alphabet, those with learning disabilities, and those literate in their native languages but who wish a slower-paced class and would benefit from literacy-class activities). Assessment or screening can be made orally or through reading, writing, or classroom observation. Classroom techniques and approaches that relate directly to student needs and involve students actively are found most effective. They include: building on students' personal experiences; using students as resources; sequencing activities from less to more challenging; building redundancy into the curriculum; combining enabling skills with language experience and whole-language approaches; combining life-skill reading competencies with phonics, word recognition, word order, word spacing, reading words in context, and reading comprehension; using cooperative/interactive learning activities; and varying techniques for diverse learning styles. Instructional materials might consist of realia, flash cards, pictures or phonographs, tape recorder and cassette tapes, overhead projector and video player with related materials, a pocket chart, alphabet sets, camera, games, index cards, manipulatives, children's literature, and art supplies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 966 FL 800 898
Schwarz, Robin Burt, Miriam
ESL Instruction for Learning Disabled Adults. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-08
Pub Date—Jan 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, Classroom Techniques, Diagnostic Tests, *English (Second Language), *Identification, Instructional Materials, Language Teachers, *Learning Disabilities, *Literacy Education, Screening Tests, Second Language Instruction, Student Evaluation, Teacher Education, Teaching Methods
Identifiers—ERIC Digests
Lack of success of some adult learners of English as a Second Language may be due to learning disabilities (LD). Review of research reveals that LD can affect every aspect of learning, impairing single or multiple skills and sometimes appearing in the second language when not in the first. Identification of adult ESL learners as having LD can be stigmatizing, and can be confused with other conditions or circumstances, including limited educational experience, lack of effective study habits, native language interference, mismatched learning and teaching styles, or external, personal problems. Standardized testing for LD learner assessment may be biased toward native English-speakers or younger learners, and multiple assessment measures are preferable. These include a native-language interview, portfolio assessment, phonological tests, and vision and hearing screening. Instruction should be highly structured and predictable, include opportunities for using several senses and learning strategies, provide constant structure and multisensory review, build on learner strengths, simplify language but not content, and reinforce main ideas and concepts through rephrasing. Use of technology in this area is not well documented. Two programs funded to research assessment and teaching techniques for this population are in Arlington, Virginia and Minneapolis, Minnesota. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 969 FL 800 906
Wrigley, Heide Spruck Ewen, Danielle T.
A National Language Policy for ESL. Issues in ESL Literacy Education 2.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002010
Note—43p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Activism, *Adult Education, Change Strategies, Educational Needs, *Educational Policy, *English (Second Language), Federal Legislation, Federal Programs, *Language Planning, *Literacy Education, Policy Formation, *Public Policy, Social Change
Identifiers—*Adult Education Act
Discussion of national language policy concerning adult English-as-a-Second-Language (ESL) education examines conditions in American demographics and adult education, looks at kinds of policy required to meet predicted educational needs, and encourages ESL educators to become involved in the policy formation process. The first section discusses need for national adult ESL education policy, surveying trends in ESL instruction across federal and private sectors. It concludes with a call to action, suggesting three interdependent strategies for creating ESL-related policy. The second section elaborates on these strategies, examining key issues that must be addressed if the profession is to present a coherent, comprehensive ESL policy agenda to Congress. Characteristics of the adult ESL population and its educational needs are outlined, policy changes are suggested in areas of funding, recognition, and program quality improvement, and general policy recommendations are made. A concluding section describes actions that ESL professionals can take at the classroom, program, district, and state levels. Appended materials include notes on procedures for legislative review of the Adult Education Act, a timeline for involvement of ESL educators, glossary of acronyms, description of one adult ESL professional's experiences with policy formation, and list of related electronic message services. Contains 23 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 970 FL 800 907
Literacy, Work, and Education Reform. Summary of a Symposium Marking the Anniversary of the Center for Applied Linguistics (35th, November 10, 1994). Issues in ESL Literacy Education 3.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—RR93002010
Note—23p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Change Strategies, Educational Change, *Educational Policy, *English (Second Language), Foreign Countries, Language Teachers, *Literacy Education, Outcomes of Education, Professional Development, *Public Policy, Second Language Instruction, Student Evaluation
Identifiers—*Canada
The November 1994 symposium on adult English-as-a-Second-Language (ESL) instruction and literacy brought together ESL, literacy, and adult education professionals to share perspectives. Two keynote addresses are summarized: "Facing the Facts of Life, Literacy, and Work" (Shirley Brice Heath), which looks at trends in the nature of work in American society, and "Language, Literacy, and Education Reform" (Augusta Souza Kappner), which considers educational legislation needs. A question-and-answer session with the two speakers is also transcribed. Following this, three panel presentations are summarized: "Adult Education in the Workplace" (Allene Guss Grognet), based on observation of ESL and other adult learners in the workplace; "Assessment of Learner Outcomes" (Alister Cumming), an examination of trends in Canadian policy for adult ESL literacy education; and "Professional Development for Adult Literacy Educators" (JoAnn Crandall), which discusses the professionalization of the adult ESL literacy field. Additional comments by Grognet and Cumming are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 381 018 FL 022 870
Curtain, Helena Haas, Mari
Integrating Foreign Language and Content Instruction in Grades K-8. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-07
Pub Date—Apr 95
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, Elementary Education, Instructional Innovation, *Integrated Curriculum, *Second Language Instruction, *Teaching Methods, *Thematic Approach
Identifiers—*Content Area Teaching, ERIC Digests
This Digest focuses on the method of teaching foreign languages in Kindergarten through Grade 8 using content-based instruction. In this approach, the foreign language is used as the medium for teaching subject content, such as mathematics or social studies. In content-based instruction, students become proficient in the language because the focus is on the exchange of important messages, and language use is purposeful. The Digest discusses ways of planning for content-based or thematic teaching, where the curriculum is organized around a thematic center. Activities that teach language concepts along with the content are interrelated and are planned to fit within the framework of a lesson or thematic unit. Three examples of planning for thematic or content-based teaching are provided, including a semantic map or web based on the solar system, a chart for planning a unit on Puerto Rico based on Gardner's Multiple Intelligences, and a chart for planning a content-based unit on architecture using the Unit Plan Inventory. Other helpful suggestions for planning lessons that integrate language and content instruction are provided. Contains five references. (JL)

ED 382 035 FL 022 988
Kagan, Spencer
We Can Talk: Cooperative Learning in the Elementary ESL Classroom. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-08
Pub Date—May 95
Contract—RR93002010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Cooperative Learning, Elementary Education, *English (Second Language), Feedback, Second Language Instruction, *Second Language Learning
Identifiers—ERIC Digests

Language Acquisition is determined by a complex interaction of a number of critical input, output, and context variables. This digest examines these variables and reveals that cooperative learning has a dramatic positive impact on almost all of the variables critical to language acquisition. The examination looks at how cooperative learning transforms input, output, and context variables in the direction of facilitating language acquisition, suggesting the effectiveness of using cooperative learning to facilitate the learning of English as a Second Language. (JL)

ED 383 227 FL 023 073
Rosenbusch, Marcia H.
Guidelines for Starting an Elementary School Foreign Language Program. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-95-09
Pub Date—Jun 95
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Elementary School Curriculum, *FLES, *Language Fluency, *Program Design, *Program Development, Scheduling, Second Language Instruction, Second Language Learning, *Second Language Programs
Identifiers—ERIC Digests

This digest provides useful information on starting an elementary school foreign language (FLES) program. Individual sections address the following: (1) cautions in planning a FLES program; (2) initiating the planning process; (3) designing the program, with special attention given to scheduling and language choice; (4) programs that lead to high levels of language fluency; and (5) determining program feasibility. (Contains 10 references.) (VWL)

ED 383 241 FL 800 995
Brod, Shirley
Outreach and Retention in Adult ESL Literacy Programs. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-01
Pub Date—May 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Cooperation, *English (Second Language), Language Enrollment, *Literacy Education, *Outreach Programs, *School Holding Power, Second Language Instruction, Second Language Learning, Teaching Methods
Identifiers—ERIC Digests

Adults learning English as a Second Language (ESL) come from different cultures and countries, vary in their education backgrounds, and have diverse reasons for learning English. While reports of overcrowded classrooms and long waiting lists for classes might indicate that intensive outreach and retention efforts are not necessary, many successful programs work hard to enhance outreach and ensure retention. This digest discusses outreach methods, examines learners' reasons for enrolling in ESL classes and for leaving the classes, and suggests ways to improve retention. The digest is divided into the following sections: (1) outreach (learners, program partners, the media, bilingual support staff), (2) why learners enroll in adult ESL classes, (3) why adult learners leave programs; (4) ensuring retention from the start, (5) setting realistic goals and reporting progress; (6) using varied approaches to instruction; and (7) collaborating to provide services. (JL)

ED 383 242 FL 800 996
Shank, Cathy C. Terrill, Lynda R.
Teaching Multilevel Adult ESL Classes. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-02
Pub Date—May 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Classroom Techniques, *English (Second Language), Grouping (Instructional Purposes), Independent Study, Instructional Materials, *Literacy Education, *Multilevel Classes (Second Language Instruction), Needs Assessment
Identifiers—ERIC Digests

Teachers in multilevel adult English-as-a-Second-Language classes are challenged to use a variety of materials, activities, and techniques to engage the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes, explains grouping strategies, discusses a self-access component-independent work for learners, and offers suggestions for managing the classes. Contains 13 references. (JL)

ED 385 165 FL 023 181
Thompson, Lynn, Comp.
K-8 Foreign Language Assessment: A Bibliography.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Contract—P229A3005; R193002010
Note—170p.; Developed by the National K-12 Foreign Language Resource Center.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Education, *Evaluation Methods, *Language Tests, Middle Schools, Second Language Instruction, *Second Language Learning, *Second Languages, *Student Evaluation

This annotated bibliography describes foreign language assessment instruments that are currently in use in elementary and middle schools across the country. The instruments featured are drawn from a wide variety of program models: FLES (foreign language in the elementary school); middle school sequential foreign language instruction; and immersion (total, two-way, and partial). With the growing emphasis across the country on assessment and standards, a need was seen for a comprehensive snapshot of foreign language assessment at the national, state, district, and local levels. This bibliography is one of the first products to result from the performance assessment initiative of the National K-12 Foreign Language Resource Center, a joint Federal, State, and private effort. The goal of the project was to identify how teachers assess K-8 foreign language students and to compile descriptions of instruments and techniques in use. Information on non-commercial material was gathered by telephone survey. Canadian sources are also included as it was found that such resources are in use in the United States. The bibliography is composed of assessment materials, selected resources, and selected commercially available language tests. Information listed includes current user, grade level, skills tested, cost, length, format, scoring method, and contact. (NAV)

ED 385 171 FL 801 025
Fitzgerald, Nicholas B.
ESL Instruction in Adult Education: Findings from a National Evaluation. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-03
Pub Date—Jul 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Educational Assessment, *Educational Demand, *English (Second Language), Federal Legislation, Federal Programs, *Literacy Education, National Surveys, Program Design, Public Policy, Second Language Instruction, *Student Characteristics
Identifiers—ERIC Digests

A 1994 Department of Education national evaluation of federally-supported adult education programs looked at programs' effectiveness in improving literacy skills, English language proficiency, and secondary school completion. National policy on adult literacy education is articulated in the Adult Education Act (AEA) and National Literacy Act, which amended the AEA in 1990. These provide for adult basic education (ABE), adult secondary education (ASE), and English-as-a-Second-Language (ESL) instruction. Current ESL adult learners are primarily Hispanic and Asian, living in urban areas and the west, foreign-born, literate in their first language, and of limited oral English proficiency. About two-thirds of adult education programs provide ESL instruction, commonly offered through public schools. ESL program components often have larger enrollments and larger classes than ABE or ASE, and participants acquire three to four times as much instruction. Self-reports of ESL clients and standardized test scores indicate that instruction improves basic English skills and enhances employability, and ESL clients show interest in continuing their education. While the ESL target population is much smaller than the ASE target population, ESL services are in greatest demand, and demand exceeds current capacity. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 172 FL 801 026
Schlusberg, Paula Mueller, Tom
English as a Second Language in Volunteer-Based Programs. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-04
Pub Date—Jul 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Classroom Environment, Classroom Techniques, Course Content, *English (Second Language), Instructional Materials, *Literacy Education, Program Design, Second Language Programs, Small Group Instruction, Tutorial Programs, *Voluntary Agencies, *Volunteers, *Volunteer Training
Identifiers—ERIC Digests

Frequently, English-as-a-Second-Language (ESL) programs for adults use volunteers as primary or auxiliary providers of instruction. Two primary national volunteer organizations and a number of other national organizations support volunteer ESL and basic literacy instruction, and many states have literacy councils that coordinate and provide technical assistance to community-based organizations. Many of these groups also provide literacy instruction for native English-speakers. Instruction is most often individual or provided in small groups. Community sites, workplace settings, residential centers,

correctional institutions, and learners' home are used as instructional settings. Adults served by the volunteer programs reflect the diverse population seeking ESL instruction throughout the United States. Instruction tends to focus on oral skills, but also addresses initial literacy skills, and uses a wide variety of materials and instructional approaches. Although volunteer training varies, most is done in small groups and brief pre-service workshops. Training focuses on effective teaching practices, needs assessment, lesson planning, peer practice, and materials selection. Theoretical presentations may also be provided. Volunteer programs often help meet excess demand for ESL instruction, facing challenges similar to those of other ESL programs: limited resources, high turnover, and limited student contact. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 173 FL 801 027

Rance-Roney, Judith

Transitioning Adult ESL Learners to Academic Programs. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-05

Pub Date—Jul 95

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Articulation (Education), Attitude Change, *English (Second Language), *English for Academic Purposes, Language Proficiency, Learning Strategies, Literacy Education, Mainstreaming, Self Esteem, Student Attitudes, *Study Skills, Thinking Skills, Transfer of Training, *Transitional Programs, *Vocabulary Development

Identifiers—ERIC Digests

Few of the English-as-a-Second-Language (ESL) participants in adult education classes move on to academic ESL programs that prepare them for content area study or general educational development (GED) or high school equivalency instruction. The ESL literacy curriculum is currently mismatched with GED and academic ESL curricula in purpose, content, and context. Adult ESL and transitional programs can help students bridge this gap by providing them with: (1) motivation and belief in self-worth to face the challenges of academic and administrative demands; (2) knowledge of how to transition to the norms of the academic community; (3) conceptual development and critical thinking skills such as synthesis, analysis, and evaluation; (4) greater focus on language accuracy and careful language use; (5) extensiveness in reading and writing, and multiple skill integration thematically organized for in-depth study; (6) development of a larger vocabulary corpus centered on less-frequently-used academic terminology; and (7) integration and transfer of first-language (L1) skills and use of L1 in learning strategies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 377 782 HE 027 966

Teitel, Lee

The Advisory Committee Advantage. Creating an Effective Strategy for Programmatic Improvement. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-1

Pub Date—[94]

Contract—RR93002008

Note—4p.; For the full report, see HE 027 967.

Available from—George Washington University, One Dupont Circle, N.W., Suite 630, Washington, DC 20036 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Administrator Attitudes, *Advisory Committees, *College Administration, Colleges, Higher Education, Organizational Effectiveness, Policy Formation, *Program Improvement, *School Community Relationship, School Policy, Universities

Identifiers—Advisers, *Advisor Role, ERIC Digests

This digest is based on a full-length report (with the same title) on advisory committees to universities and colleges. Under decreased resources and increased pressures for more accountability, advisory committees are an effective way for colleges and universities to connect with their environments. An advisory committee is a group of volunteers that meets regularly on a long-term basis to provide advice and or support to an institution or one of its sub-units. They range from those that consult to university presidents on broad policy issues to committees that focus on specific tasks and decisions. Effective advisory committees meet regularly and work together to provide advice and support that contributes significantly to the program's or institution's improvements through this can take a range of forms depending on the individual circumstances of the committee and the institution. Whether advisory committees are effective is difficult to determine because of the range of definitions of effectiveness for particular groups and the scarcity of studies on the topic. The few existing studies are in the vocational education and community college sectors, and they document widespread existence of committees that exist on paper only. A committee is more likely to be effective if: (1) institutional representatives desire input, (2) committee members are knowledgeable, committed, and given some recognition; (3) committee processes are effective and meaningful; and (4) the expectations about the committee's role are clear. (Contains 12 references.) (JB)

ED 377 783 HE 027 967

Teitel, Lee

The Advisory Committee Advantage. Creating an Effective Strategy for Programmatic Improvement. ASHE-ERIC Higher Education Report No. 1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-57-5; ISSN-0884-0040

Pub Date—94

Contract—RR93002008

Note—121p.; For a digest of this report, see HE 027 966.

Available from—George Washington University, One Dupont Circle, N.W., Suite 630, Washington, DC 20036 ($18).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accountability, Administrator Attitudes, *Advisory Committees, *College Administration, Colleges, Higher Education, Organizational Effectiveness, Policy Formation, *Program Improvement, *School Community Relationship, School Policy, Universities

Identifiers—Advisers, *Advisor Role

This report addresses the advisory committee's role in the administration of institutions of higher education. Under decreased resources and increased pressures for more accountability, advisory committees are an effective way to help connect universities and colleges to their environments. Advisory committees may range from those that consult to university presidents on broad policy issues to committees that focus on specific tasks and decisions. Existing studies on advisory committee effectiveness are primarily from the vocational education and community college sectors, and they document widespread existence of committees that exist on paper only. A committee is more likely to be effective if: (1) institutional representatives desire its input, (2) committee members are knowledgeable, committed, and given recognition; (3) committee processes are effective and meaningful; and (4) expectations about the committee's role are clear. Individual chapters of this report address the following aspects of advisory committees: the nature of advisory committees; reasons for establishing an advisory committee; a vocational education case study in mandated advisory committees; attitudes, expectations of deans, directors, and staff; the motivation and commitment of volunteers; the impact of group dynamics; a case study on the independence of an advisory committee; and suggestions for starting and sustaining an advisory committee. (Contains 120 references.) (JB)

ED 378 924 HE 028 098

Keig, Larry Waggoner, Michael D.

Collaborative Peer Review. The Role of Faculty in Improving College Teaching. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-2

Pub Date—Mar 95

Contract—RR93002008

Note—4p.; For the full report, see HE 028 099.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *College Instruction, Evaluation Methods, Faculty Development, *Faculty Evaluation, *Formative Evaluation, Higher Education, *Instructional Improvement, *Peer Evaluation, Program Implementation, Program Improvement, Summative Evaluation, Teacher Attitudes, Teacher Participation

Identifiers—*Collaborative Evaluation, ERIC Digests

This digest, based on a full report of the same title, provides an examination of the improvement of college teaching and argues for the central involvement of faculty themselves in collaborative peer review and looks at some central issues and challenges to implementation. Since summative evaluation involved in tenure and promotion decisions cannot be an effective tool for instructional improvement, formative evaluation, assessment specifically designed to improve teaching, should be put into place alongside but apart from summative evaluation. Collaborative peer review is well suited to the formative evaluation task. Faculty can evaluate their colleagues' performance pre-interaction, at delivery, and post-interaction. They can also assess interrelationships among these stages and goals and objectives, methods and materials, and feedback. Methods can include direct classroom observation, videotaping of classes, evaluation of course materials, assessment of instructor evaluation of the academic work of students, and analysis of teaching portfolios. Other formats and combinations of methods have been advocated. With improved processes, faculty may be more willing to participate in peer review. Teaching improvement through peer review can come about in a way that significantly enriches individual faculty members and their institutional academic community. Nine specific recommendations from a study of formative peer evaluation are included. (Contains 8 references.) (JB)

ED 378 925 HE 028 099

Keig, Larry Waggoner, Michael D.

Collaborative Peer Review: The Role of Faculty in Improving College Teaching. ASHE-ERIC Higher Education Report No. 2.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-58-3; ISSN-0884-0040

Pub Date—94

Contract—RR930200

Note—193p.; For a digest of this report, see HE 028 098.

Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18 plus $3.75 shipping).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administrator Role, *College Faculty, *College Instruction, Evaluation Methods, Faculty Development, *Faculty Evaluation, *Formative Evaluation, Higher Education, Incentives, Instructional Improvement, *Peer Evaluation, Program Descriptions, Program Implementation, Program Improvement, Student Role, Summative Evaluation, Teacher Attitudes, Teacher Participation, Teacher Role
Identifiers—*Collaborative Evaluation

This report argues for the central involvement of faculty themselves in collaborative peer review for the improvement of college teaching. An early section makes the case for formative evaluation to improve teaching and argues that collaborative peer review is well suited to the formative evaluation task. The next section examines faculty roles in formative evaluation and also the roles of students, academic administrators, teaching consultants, and faculty development programs. The following section reviews various methods used in formative evaluation including direct classroom observation, videotaping of classes, evaluation of course materials, an assessment of instructor evaluation of the academic work of students, and analysis of teaching portfolios. The section that follows describes, compares, and analyzes some examples of single-institution and multi-institution programs currently in operation. The next section discusses disincentives that may keep faculty from participating in peer evaluation including attitudes about academic freedom, fairness, and other factors. Final sections discuss incentives to improve participation and the personal and institutional benefits of peer formative evaluation. A final section presents eight recommendations for designing peer review processes based on analysis of the research and of programs now operating at some institutions. (Contains 219 references.) (JB)

ED 382 092 HE 028 293
St. John, Edward P.
Prices, Productivity, and Investment: Assessing Financial Strategies in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-94-3
Pub Date—94
Contract—RR93002008
Note—4p.; For the full report, see HE 028 294.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, N.W., Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Educational Economics, Enrollment, Federal Programs, *Financial Policy, Higher Education, *Investment, Minority Groups, Outcomes of Education, *Productivity, *Public Policy, School Policy, State Aid, *Student Costs, Student Financial Aid
Identifiers—ERIC Digests

This digest of a full report of the same title critically examines the cost controversy in higher education to better understand the types of financial strategies that can help resolve the crisis in college costs. A look at why these costs are so controversial finds that rapid rise in tuition, public debate about educational expenditures and real or alleged waste, and concerns over access, have increased debate about public funding of college costs and weakened public confidence in higher education institutions. In exploring the role of federal and state policies contributing to the controversy, the analysis finds changes in federal policy influenced the overall pattern of enrollment redistribution and indirectly influenced price increases in private colleges. At the state level the analysis finds that declines in state support have led to increases in tuition at public institutions, that decreased appropriations by states usually lead to increased tuition charges, decreased grants, and reduced minority participation. A look at institutional policies and their contribution to the controversy examines why prices increased, changes in productivity, and the quality of investment in higher education. Final sections explore whether the negative effects of cost increase can be reduced, improving productivity, and improving returns on education. (Contains 7 references.) (JB)

ED 382 093 HE 028 294
St. John, Edward P.
Prices, Productivity, and Investment: Assessing Financial Strategies in Higher Education. ASHE-ERIC Higher Education Reports.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-59-1; ISSN-0884-0040
Pub Date—94
Contract—RR93002008
Note—171p.; For a digest of this document, see HE 028 293.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, 1 Dupont Circle, Suite 630, N.W., Washington, DC 20036-1183 ($18).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Access to Education, *Educational Economics, Enrollment, Federal Programs, *Financial Policy, Fiscal Capacity, Higher Education, *Investment, Minority Groups, Models, Outcomes of Education, Policy Formation, Politics of Education, *Productivity, *Public Policy, School Policy, State Aid, *Student Costs, Student Financial Aid

This analysis critically examines the cost controversy in higher education with an eye to resolving the crisis which is currently serving to exacerbate public willingness to fund higher education. An introduction touches on the role and influence of political ideologies and offers a framework to be used throughout the analysis for critically examining ideological claims regarding the cost controversy. A section on the role of federal financing strategies and their contribution to the cost controversy looks at the federal role in pricing, promoting productivity, and the concept of student aid as investment. A section on state financial strategies also looks at pricing, improving productivity and investment, and assesses various ideological claims about state issues. A section on institutional financing strategies reviews institutional perspectives, understanding price changes and productivity, the investment view, and ideological claims. A section on understanding financial strategy presents a reconstruction of the models typically used to assess financial strategies in higher education by first critically examining four common theories and then proposing a reconstructed model for assessing financial strategy. A final section uses the reconstructed framework to assess a range of approaches that federal and state governments and institutions could use. An index is included. (Contains over 250 references.) (JB)

ED 382 106 HE 028 307
Worth, Michael J. Asp, James W., II
The Development Officer in Higher Education: Toward an Understanding of the Role. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-94-4
Pub Date—95
Contract—RR93002008
Note—4p.; For the full report on which this digest is based, see HE 028 308.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *Finance Occupations, *Fund Raising, Higher Education, *Institutional Advancement, Leadership, Models, Private Financial Support, *Staff Role
Identifiers—*Development Officers (College), ERIC Digests

The literature in the field of higher education fund-raising places development officers into four roles: (1) salesman, which emphasizes soliciting gifts; (2) catalyst, working behind the scenes to support fund-raising activities of presidents and volunteers; (3) manager, which requires organizing fund-raising programs and staff; and (4) leader, with a voice in policy decisions beyond fund-raising. This digest proposes a "development officer paradigm" that depicts the relationships among these four roles. The model includes two "vectors," one describing internal and the other external development functions. The digest also discusses personality traits required for success as a development officer, the field of development as an art or a science, appropriate motivation for entering a development career, development as a "profession," the development officer's relationship to the college/university president and the trustees, the development officer's role in institutional planning, gift solicitation, additional research needed regarding the development officer's role, and future of the development officer's role. (Contains 6 references.) (JDD)

ED 382 107 HE 028 308
Worth, Michael J. Asp, James W., II
The Development Officer in Higher Education: Toward an Understanding of the Role. ASHE-ERIC Higher Education Report No. 4.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-60-5; ISSN-0884-0040
Pub Date—94
Contract—RR93002008
Note—109p.; For a digest of this report, see HE 028 307.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Administration, *Finance Occupations, *Fund Raising, Higher Education, *Institutional Advancement, Interpersonal Relationship, Leadership, Models, Personality Traits, Private Financial Support, *Staff Role
Identifiers—*Development Officers (College)

Despite growth in the scope and importance of the college or university chief development officer's role, it remains relatively unexamined and the subject of differing perceptions. This report reviews the history and current status of the development function. Major authors on the subject are reviewed and placed into four "schools of thought" concerning the roles of the development officer: (1) "salesman," which emphasizes soliciting gifts; (2) "catalyst," working behind the scenes to support fund-raising activities of presidents and volunteers; (3) "manager," which requires organizing fund-raising programs and staff; and (4) "leader," with a voice in policy decisions beyond fund-raising. A model is presented that includes two "vectors," one describing internal and the other external development functions, with the vectors overlapping. The report then examines personality traits of the successful development officer; development as an art or a science, as innate or learnable; the appropriate motivation for entering a development career; development as a profession; the development officer's relationship to the president; the development officer's relationship to the trustees; the development officer's role in institutional planning; and solicitation of gifts. Conclusions and recommendations are offered concerning institutional differences, the fund-raising team, and the development officer's role in the future. (Contains 67 references.) (JDD)

ED 383 278 HE 028 391
Gaither, Gerald And Others
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-94-5
Pub Date—Jun 95
Contract—RR93002008
Note—4p.; For the full report see HE 028 392.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *College Outcomes Assessment, *Colleges, Educational Policy, *Educational Quality, Government Role, Higher Education, *Institutional Evaluation, Outcomes of Education, *Performance Factors, Productivity, *Universities
Identifiers—ERIC Digests, *Performance Indicators
This digest discusses the development and implementation of performance indicators in higher education, focusing on the factors driving increased demand for accountability in higher education and the use of performance indicators. It discusses the public and political concern for increased emphasis on undergraduate education, productivity, accountability, and quality assessment at colleges and universities in the United States and other countries, in light of educational retrenchment and budgetary constraints. The report concludes by discussing possible future trends in the use of performance indicators by governments and institutions to promote productivity, accountability, and quality in higher education. (Contains 6 references.) (MDM)

ED 383 279 HE 028 392
Gaither, Gerald And Others
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ASHE-ERIC Higher Education Report No. 5.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-61-3; ISSN-0884-0040
Pub Date—94
Contract—RR93002008
Note—159p.; For a digest of this report, see HE 028 391.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.75 postage).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Accountability, *College Outcomes Assessment, *Colleges, Cross Cultural Studies, Educational Policy, *Educational Quality, Foreign Countries, Government Role, Higher Education, *Institutional Evaluation, Outcomes of Education, *Performance Factors, Productivity, *Universities
Identifiers—Australia, Benchmarking, Canada, Denmark, Finland, Great Britain, Netherlands, *Performance Indicators, Sweden, United States
This report examines the development and implementation of performance indicators in higher education, focusing on the factors driving increased demand for accountability in higher education and the use of performance indicators in the United States and other countries. It discusses the public and political concern for increased productivity, accountability, and quality assessment at colleges and universities in the United States and other countries, in light of educational retrenchment and budgetary constraints. It then reviews the use of performance indicators and outcomes measures in the United States, focusing on the National Association of College and University Business Officers (NACUBO) benchmarking project, the Peterson's/AGB (Association of Governing Boards of Universities and Colleges) strategic indicators survey, the National Center for Higher Education Management Systems (NCHEMS) indicators of good practice project, and the Education Commission of the States (ECS) project. It then examines the use of performance indicators in Great Britain, Canada, Australia, The Netherlands, Finland, Sweden, and Denmark. The report concludes by discussing possible future trends in the use of performance indicators by governments and institutions to promote productivity, accountability, and quality in higher education. A list of related publications is included. (Contains approximately 500 references.) (MDM)

IR

ED 376 795 IR 016 893
Systemic Education Reform.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-94-5042; ISSN-1065-1160
Pub Date—94
Note—33p.; For the previous issue, see ED 369 389.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (Subscription free; obtain back issues from EDRS).
Journal Cit—ERIC Review; v3 n2 Fall 1994
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Change Strategies, *Educational Change, Educational Cooperation, Educational Policy, Elementary Secondary Education, Federal Programs, *Government Role, State Legislation
Identifiers—*Educational Restructuring, ERIC, *Goals 2000, Kentucky
"The ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores systemic education reform via an overview of systemic reform, a description of the Kentucky example, and an article, "Roadmap to Restructuring" (David T. Conley). In addition, there are features on "Federal Initiatives to Support Systemic Reform"; "What Goals 2000 Means for You"; "Education Reform Resource Organizations List"; "Education Reform Reading List"; "News from the ERIC System"; and "New Titles in Education." (DGM)

ED 376 861 IR 055 362
Lankard, Bettina A.
Your Guide to ERIC.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—199p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 ($30–includes Quick Search Cards; $5–Set of Quick Search Cards; add $3.50 minimum shipping and handling; orders of under $10 must be prepaid).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Databases, Educational Objectives, Evaluation Methods, *Instructional Materials, *Online Searching, Online Systems, Printed Materials, Programmed Instructional Materials, Reference Materials, *Search Strategies, Selection, Teaching Guides
Identifiers—DIALOG OnDisc, *ERIC, SilverPlatter ERIC
This ERIC curriculum package is intended to help people use the ERIC database, and may be used in a workshop setting under the guidance of a trainer or independently by individuals who want to learn about the ERIC system and how they can search the database and use its contents and services. The package consists of the following parts: (1) a self-instructional guide with four learning modules; (2) a set of transparencies for each module; (3) appendices (a list of ERIC Network Components, an ERIC Reproduction Release form, a list of ERIC Publication Types, an EDRS Document Order form, a list of Internet Access Points to ERIC, Evaluation Quiz Answer Keys); and (4) a set of Quick Search Cards, with step-by-step instructions for searching ERIC on Dialog OnDisc and SilverPlatter. The four modules are entitled "Introduction to ERIC," "How Documents Are Selected," "How to Search ERIC," and "How to Access ERIC Print Materials and Other Services." Each module contains a performance objective, a list of required materials, an instructional strategy, and an evaluation statement. There are also short questions to help trainees focus on pertinent information, exercises to help trainees develop the skills identified in the module, and a summary evaluation quiz. Also included are the following supplemental materials: ERIC Ready References–Search Aids, Document Delivery, What Kinds of Documents Are in the ERIC Database (RIE), Journals Currently Covered by "Current Index to Journals in Education," and ERIC at a Glance; Product Summary: ERIC on CD-ROM; and "All about ERIC," a 38-page publication providing a detailed overview of ERIC. (MAS)

ED 377 829 IR 016 954
Lucas, Larry W.
Say "YES" to Telephone Lines in the Classroom. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-7
Pub Date—Dec 94
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Classrooms, *Computer Mediated Communication, Costs, Discourse Modes, *Educational Technology, Electronic Mail, Elementary Secondary Education, Facsimile Transmission, Information Dissemination, Information Networks, *Information Transfer, Interaction, Research, Surveys, Telecommunications, *Telephone Communications Systems
Identifiers—ERIC Digests, *Internet, Telephone Usage, Texas Center for Educational Technology
In June 1994, the Texas Center for Educational Technology (TCET) posted a survey on several educational listservs and conference groups on the Internet requesting comments, observations, and opinions from educators having experience with telephones in classrooms. Most of the respondents agreed on the need to equip K-12 classrooms with modern communications tools including telephone lines to be used predominately for voice and computer communications. They indicated that the advantages of voice communications are improved parent/teacher and intra-and inter-campus communication, better discipline management, and increased teacher and student morale. Computer communications is beneficial because it allows teachers and students access to information for conducting research in almost any area of K-12 curriculum via e-mail, e-mail lists, newsgroups and the exchange of documents and data files. Potential negatives of voice and computer communications include abuse of the telephone line, disruptive phone ringing, that the telephone line is not the best access to the Internet, and that "garbage" is accessible through the Internet. FAX machines are another mode of communication via telephone lines, and can be used to send and receive information. The principal deterrent to the installation of telephone lines in the classroom is the cost. (MAS/DGM)

ED 377 880 IR 055 367
McKenna, Mary
Libraries and the Internet. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-6
Pub Date—Dec 94
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, *Computer Networks, Electronic Mail, Elementary Secondary Education, Futures (of Society), Higher Education, Information Literacy, Information Networks, Information Policy, Information Technology, *Legislation, *Library Administration, *Library Automation, Library Networks, *Library Services, *Policy Formation, Public Li-

braries, School Libraries, Special Libraries, State Federal Aid
Identifiers—ERIC Digests, File Transfer Protocol, *Internet, Telnet
The Internet is an international computer network encompassing thousands of smaller interconnected networks. This digest describes various uses of the Internet and its impact on libraries, as well as Internet-related library issues. The Internet applications of electronic mail (E-mail), telnet, and file transfer protocol (FTP) are briefly described. The impact of the Internet on libraries includes: leadership opportunities; cost and time savings; question answering services; international interlibrary loans; document delivery services; online transactions; government information; information sharing; and increased librarian visibility and value to the community. Internet-related issues are discussed with respect to academic, public, special, and school libraries. It is recommended that librarians take an active role in the formulation of national policy and legislation, creation and organization of services and resources, and be properly trained in network literacy in order to provide programs for patrons to become network literate. (Contains 9 references.) (MAS)

ED 381 136 IR 017 058
Professional Development.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-95-5005; ISSN-1065-1160
Pub Date—95
Note—37p.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (subscription free; obtain back issues from EDRS).
Journal Cit—ERIC Review; v3 n3 Win 1995
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Elementary Secondary Education, *Inservice Teacher Education, *Instructional Improvement, Learning Processes, *Preservice Teacher Education, *Professional Development, Teacher Attitudes, *Teacher Competencies
Identifiers—Department of Education, ERIC, Paradigm Shifts
The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue focuses on the changing face of K-12 professional development for both preservice and inservice teachers. The opening article by Dennis Sparks, "A Paradigm Shift in Staff Development," describes a paradigm shift that professional development is undergoing based on changing ideas about ways to measure student achievement; a recognition that curriculum, instruction, assessment, and school organization are intertwined; and a new understanding of how people learn through models and experience rather than passive absorption of information. The lead article, "Professional Teacher Development" by Mary Dilworth and David Imig, describes the teaching force today, and changes in teacher education and development programs. Joseph Vaughan of the U.S. Department of Education describes efforts by the Office of Educational Research and Improvement to build and support a professional development agenda based on input from teachers and other stakeholders in "OERI Launches Professional Development Initiatives." "Teacher Collaboration in Urban Secondary Schools," a digest from the ERIC Clearinghouse on Urban Education by Morton Inger, explores how teachers can work together to improve teaching and learning. Additional articles include "Teacher Professionalism: The Movement Has Begun" (Arthur E. Wise); "Assessing Accomplished Teaching" (from AFT's "Questline"); and "Professional Development Schools: Their Role in Teacher Development" (Ismat Abdal-Haqq). Reading and resource organization lists on professional development are also provided. (AEF)

ED 381 149 IR 017 075
Wilson, Brent G. And Others
Technology Making a Difference: The Peakview Elementary School Study.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—IR-98
Pub Date—94
Contract—RR93002009
Note—236p.
Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 (IR-98: $15 plus $3 shipping and handling).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Academic Achievement, Computer Networks, *Computer Uses in Education, Cooperative Learning, *Educational Change, Educational Objectives, Educational Strategies, *Educational Technology, Elementary Education, Instructional Improvement, Interviews, Microcomputers, Program Implementation, *School Restructuring, Student Attitudes, Surveys, Teacher Attitudes, Teaching Methods
Identifiers—Adams Araphol School District CO, *Impact Studies, *Technology Integration
Peakview is a new school that is implementing a number of organizational and teaching strategies advocated by the school restructuring reform movement. Among those strategies is the infusion of more than 80 networked microcomputers and related technology and software. This evaluation study examined the impact of the technology on the school community. Surveys, interviews with school personnel and students, and classroom observations were performed. Evidence was found that technology plays an essential role in facilitating the school's goals. Teachers are using the technology to adapt to needs and interests of students, and to increase the amount and quality of cooperative learning activities. Students use the technology for research and writing activities, and for instructional support in a variety of areas. Technology has changed the way teachers work instructionally and professionally, resulting in a net increase of hours and greater productivity, effectiveness, and satisfaction. The many factors contributing to this success form the basis of a set of recommendations provided for implementing technology in other schools. An overview of the study, a literature review, and the methodology used are discussed in chapters 1-3. Chapters 4-9 address the following issues: use of technology; impact on teaching; implementation factors; teacher attitudes; student achievement; and student attitudes. Conclusions and recommendations are offered in chapter 10. (Contains 43 references, 100 figures, and 19 tables.) (MAS)

ED 381 177 IR 055 473
Bruwelheide, Janis H.
Copyright Issues for the Electronic Age. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-3
Pub Date—Apr 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Copyrights, Facsimile Transmission, Fair Use (Copyrights), *Federal Legislation, *Intellectual Property, *Laws, Library Services, Multimedia Materials, Reprography
Identifiers—Copyright Law 1976, Department of Commerce, ERIC Digests
This digest focuses on a variety of issues confronting copyright law in the digital age. The current copyright law was adopted in 1976, and could not possibly have foreseen so many new technologies. However, it did attempt to cover all bases by using language which was intended to be somewhat elastic. A current report by the U.S. Department of Commerce, the "green report," has set forth some preliminary recommendations for dealing with digital information; the final report, the "white report," may result in proposed legislative changes to the copyright law. Areas in the report of special interest to educators and librarians include the discussion of the definition of multimedia, the right of "transmission," and library exemptions. Seven questions and answers concerning existing copyright law address copyright owner rights, fair use, "classroom exemption," lack of copyright and public domain, library scanning of reserve works into a database, and circulation of computer software. (Contains 11 references.) (MAS)

ED 381 178 IR 055 474
Smith, Marilyn E.
Access Points to ERIC: Update 1995. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-1
Pub Date—Apr 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstracts, *Access to Information, Bibliographic Databases, *Educational Resources, *Information Services, *Information Systems, Online Systems, Online Vendors, Optical Data Disks, Periodicals, Printed Materials, Publications
Identifiers—ACCESS ERIC, AskERIC, *ERIC, ERIC Digests, Internet
ERIC has evolved from a research database into a multi-faceted information system. At the heart of ERIC is the world's largest education database, providing abstracts of more than 850,000 journal articles and documents from a wide range of public and private sources. The system also features a variety of additional products and services designed to put education information into the hands of people who need it. ERIC's goal of reaching diverse audiences, coupled with the rapid advancement of information technologies, has resulted in a larger than ever selection of access points to ERIC, the following of which are discussed in this digest: CD-ROM; online access through commercial services; locally-mounted systems and Internet access; print access; AskERIC; ERIC Digests and other ERIC publications; and ACCESS ERIC. Instructions are provided for acquiring ERIC articles and documents. (Contains 15 references.) (MAS)

ED 381 179 IR 055 475
Lopata, Cynthia L.
Integrated Library Systems. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-2
Pub Date—Apr 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Bibliographic Databases, *Database Management Systems, Futures (of Society), *Information Systems, *Integrated Library Systems, Library Administration, *Library Automation, Library Circulation, Library Technical Processes, Online Catalogs, Selection, Vendors
Identifiers—ERIC Digests
An automated library system usually consists of a number of functional modules, such as acquisitions, circulation, cataloging, serials, and an online public access catalog (OPAC). An "integrated" library system is an automated system in which all of the function modules share a common bibliographic database. There are several ways the integration of a system can be accomplished. The library can: (1) buy an integrated system from a single vendor; (2) purchase a variety of modules from different vendors and interconnect them; or (3) implement any number of purchased modules, then connect them to sources of information outside the library. Advantages of an integrated system include: duplication of effort in creating multiple copies of bibliographic records is eliminated; opportunities for errors are reduced when records are entered only once; and library staff and patrons can have access to all pertinent information at one location.

Information is provided on the selection of an integrated system, implementation and management issues, and future trends in integrated library systems. A comparison is made between off-the-shelf and customized systems. (Contains seven references.) (MAS)

ED 382 157 IR 017 081
Komoski, P. Kenneth Plotnick, Eric
Seven Steps to Responsible Software Selection. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-6
Pub Date—May 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Evaluation, Computer Software Reviews, *Computer Software Selection, Computer Uses in Education, *Courseware, Elementary Secondary Education, Instructional Materials, *Media Selection, Microcomputers, Needs Assessment, *Selection Tools
Identifiers—ERIC Digests
Microcomputers in schools contribute significantly to the learning process, and software selection is taken as seriously as the selection of text books. The seven step process for responsible software selection are: (1) analyzing needs, including the differentiation between needs and objectives; (2) specification of requirements; (3) identifying promising software, with a discussion of possible sources of information; (4) reading relevant reviews and where to find them; (5) previewing software with intended student group; (6) making recommendations on software for purchasing; and (7) getting post-use feedback to determine the conformance or discrepancy between objectives and actual student performance. (Contains six references.) (MAS)

ED 382 197 IR 055 476
Oberg, Larry R.
Library Support Staff in an Age of Change: Utilization, Role Definition and Status. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-4
Pub Date—May 95
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Certification, Continuing Education, *Librarians, Library Education, *Library Personnel, Library Services, Library Technicians, *Paraprofessional Personnel, Salaries, *Staff Role, Status
Identifiers—ERIC Digests, *Role Delineation, Task Overlap
Staff utilization, role definition and articulation, task overlap, educational requirements, certification, and status have been difficult issues within the library profession for most of this century, and remain mostly unresolved today. Over the past 20 years, library automation and declining budgets have caused the redistribution of the library workload, and given rise to this new category of employee, the paraprofessional, a position which has been largely uninhibited by associational policy or guidelines. Today, paraprofessionals administer major functional areas in the library, are assigned reference and information desk duties, perform a variety of systems work, and catalog most of the books added to collections, coming to dominate the technical service workforce. In the future, an increase in both tasks and responsibilities can be expected. This task overlap with professional librarians raises issues concerning salary, status, and professional education. A growing consensus suggests that the roles of librarians and support staff must be redefined, but before support staff roles can be put in order, librarians must first redefine their own roles. While agreement exists that the roles of all library staff must be clarified, the same issues remain unsolved: staff utilization, role definition, qualifications, and status. (Contains 10 references.) (MAS)

JC

ED 376 884 JC 940 656
Harvey, William B., Ed. Valadez, James, Ed.
Creating and Maintaining a Diverse Faculty. New Directions for Community Colleges, Number 87, Fall 1994.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9982-2; ISSN-0194-3081
Pub Date—94
Contract—RI-93-00-2003
Note—104p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 (ISBN-0-7879-0982-2, $15.95).
Journal Cit—New Directions for Community Colleges; v22 n3 Fall 1994
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Affirmative Action, Blacks, *College Faculty, Community Colleges, *Diversity (Institutional), *Employment Practices, Hispanic Americans, *Minority Groups, Personnel Policy, Personnel Selection, *Racial Balance, Teacher Integration, Two Year Colleges
Dealing with issues relating to creating and maintaining a diverse faculty at the community college level, this collection of articles focuses on African-American and Hispanic faculty and presents both theoretical and practical considerations for administrators and scholars. The following articles are included: (1) "The Status of Faculty in Community Colleges: What Do We Know?" by Deborah J. Carter; (2) "African American Faculty in Community Colleges: Why They Aren't There," by William B. Harvey; (3) "California Community College Faculty from Historically Underrepresented Racial and Ethnic Groups," by Dorothy M. Knoell; (4) "Achieving Diversity among Community College Faculty," by Freddie W. Nicholas, Sr., and Arnold R. Oliver; (5) "Effective Strategies for Enhancing Minority Faculty Recruitment and Retention," by Ronald D. Opp and Albert B. Smith; (6) "Bridging the Gap: Recruitment and Retention of Minority Faculty Members," by Jerry Sue Owens, Frank W. Reis, and Kathryn M. Hall; (7) "Recruitment and Retention of Minority Faculty," by Piedad F. Robertson and Ted Frier; (8) "Minority Faculty Recruitment and Retention Strategies: The Maricopa Experience," by Alfredo G. de los Santos, Jr.; (9) "Critical Perspectives on Community College Education," by James Valadez; and (10) "Sources and Information: Recruiting and Maintaining Minority Faculty," by Frankie S. Laanan. (MAB)

ED 376 900 JC 950 006
Bers, Trudy H., Ed. Mittler, Mary L., Ed.
Assessment and Testing: Myths and Realities. New Directions for Community Colleges, Number 88, Winter 1994.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9983-0; ISSN-0194-3081
Pub Date—94
Contract—RR93002003
Note—100p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 ($15.95).
Journal Cit—New Directions for Community Colleges; v22 n4 Win 1994
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Outcomes Assessment, Community Colleges, *Evaluation Criteria, *Evaluation Methods, Evaluation Research, *Institutional Evaluation, Organizational Effectiveness, Policy Formation, *Self Evaluation (Groups), Two Year Colleges, Two Year College Students
Dealing with issues related to the assessment of community college accountability, effectiveness, efficiency, productivity, student outcomes, and quality improvement, this volume examines the practical considerations of assessment from the perspectives of state-level coordinating boards, accreditation agencies, college presidents, and institutional administrators. The following articles are included: (1) "Assessment from the State Perspective," by Virginia K. McMillan; (2) "Latent and Leveraged Benefits of Assessment: Expanding the Value of Assessment Information," by Stephen D. Spangehl; (3) "Assessment from a National Perspective: Where Are We, Really?" by Jeffrey A. Seybert; (4) "Assessment and Transfer: Unexamined Complexities," by Mary L. Mittler and Trudy H. Bers; (5) "Assessment from the President's Perspective," by Richard Fonte; (6) "Obtaining Student Cooperation for Assessment," by Betty Duvall; (7) "Assessment and Diversity: Outcome and Climate Measurements," by Scott P. Kerlin and Patricia B. Britz; (8) "Qualitative Assessment: An Institutional Reality Check," by Mary L. Mittler and Trudy H. Bers; (9) "A Critical Review of Student Assessment Options," by Joseph Prus and Reid Johnson; and (10) "Sources and Information: Assessment and the Community College," by Elizabeth Foote. (MAB)

ED 377 911 JC 950 047
Community Colleges: General Information and Resources. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-94-4
Pub Date—Jan 95
Contract—RR93002003
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, *Community Colleges, Enrollment, *Financial Support, National Surveys, Organizations (Groups), *Student Characteristics, *Teacher Characteristics, *Two Year Colleges
Identifiers—ERIC Digests, Internet
This digest offers general information about American community colleges and lists a variety of sources of additional information about these institutions. The digest provides the defining characteristics of community colleges and information on their curricula; statistics on enrollments and student characteristics; information on faculty characteristics; information on revenue sources; the names and addresses of nine organizations concerned with community college education; a list of periodicals focusing on community colleges; information on available Internet resources, including selected listservs, gophers, and usenet newsgroups; and a bibliography of 12 major publications on community colleges. The digest notes that: (1) there are 1,024 public community colleges and 445 private two-year institutions in the United States; (2) 42% of all first-time, full-time freshmen enroll in community colleges; (3) in fall 1991, credit course enrollment totaled 1.9 million full-time and 3.5 million part-time students nationally; (4) the average student age is 32 years, though the modal age is 19; (5) 57.5% of all community college students are women; (6) 72.2% of community college students are Caucasian, 9.2% are African-American, 8.3% are Hispanic, 4.5% are Asian, 1.1% are Native American, and approximately 1% are non-resident aliens; (7) approximately 46.7% of all minorities enrolled in higher education are attending two-year colleges; (8) community colleges employ 253,711 faculty, with 53.4% employed on a part-time basis and 64.9% holding a master's degree; (9) the average salary for faculty was $36,000 in 1992; (10) state appropriations accounted for 46% of the operating revenues in fall 1992, while tuition accounted for 20%; and (11) average charges for tuition in 1994 were $1,200 at public community colleges and $6,100 at private two-year colleges. (KP)

ED 382 256 JC 950 239
Townsend, Barbara K., Ed.
Gender and Power in the Community College. New Directions for Community Colleges, Number 89.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9913-X; ISSN-0194-3081
Pub Date—95
Contract—RI93002003
Note—99p.
Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($16.95 when payment accompanies order, California, New Jersey, New York, and Washington, D.C. includes sales tax, postage and handling will be charged, discounts for quantity orders; subscription: $49 individuals, $72 institutions, agencies, and libraries).
Journal Cit—New Directions for Community Colleges; v23 n1 Spr 1995
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Presidents, Community Colleges, Educational History, *Females, Sexual Harassment, Social Class, Student Personnel Services, Two Year Colleges, *Women Administrators, *Women Faculty, *Womens Education
This collection of essays attempts to describe the situation of women in community colleges–what is known about them and what is not–and to ascertain their influence on the two-year college and its influence on them. The following articles are included: (1) "Women in the Two-Year College, 1900 to 1970," by John H. Frye; (2) "Viewing Community College Students through the Lenses of Gender and Color," by Berta Vigil Laden and Caroline Sotello Viernes Turner; (3) "Engendering Student Services," by Mildred Garcia; (4) "Women Community College Faculty: On the Margins or in the Mainstream?", by Barbara K. Townsend; (5) "The Interplay of Gender and Social Class in the Community College," by Nancy LaPaglia; (6) "Sexual Harassment in the Community College: The Abuse of Power," by Robert O. Riggs and Patricia Hillman Murrell; (7) "Gendered Images of Community College Leadership: What Messages They Send," by Susan B. Twombly; and (8) "Women and the Community College Presidency: Challenges and Possibilities," by Deborah M. Dicroce. All papers contain references. (ACT)

ED 383 360 JC 950 282
Laanan, Frankie Santos
Community Colleges as Facilitators of School-to-Work. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-1
Pub Date—Mar 95
Contract—RI93002003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Apprenticeships, Career Awareness, Career Education, *College Planning, *College Role, *Community Colleges, *Education Work Relationship, Employment Opportunities, Labor Force Development, Partnerships in Education, Program Costs, *School Business Relationship, Secondary Education, Two Year Colleges, Work Experience Programs
Identifiers—ERIC Digests, *School to Work Opportunities Act 1994, *School to Work Transition
The challenge of preparing young people for employment and facilitating the smooth transition from school to work has spurred the enactment of the federal School-to-Work Opportunities Act (STWOA), in May 1994. The intent of STWOA is to establish a national framework in which states can create work- and school-based learning systems that include activities to match students with employers. Community colleges play an integral role as facilitators of effective school-to-work systems in three ways: as a primary link between secondary and post-secondary education; by offering transition programs such as tech prep and cooperative and career education; and via collaborations with employers, the community, government, and labor organizations. Community colleges can strengthen the pathways between high school and higher education by coordinating courses of study at both levels; incorporating career exploration and decision-making into the curriculum; providing instruction in work attitudes, communication, and critical thinking skills; emphasizing continuous self-improvement in courses; and building upon existing job skills. Issues remain, however, regarding the grass-roots implementation of school-to-work programs, including what businesses' liability will be for student apprentices; who will pay for consistent assessment and outcomes measurement; who will set accountability standards and how they will be measured; and how employer-driven, work-based learning opportunities for young people will be ensured. (KP)

ED 384 407 JC 950 372
Killacky, Jim, Ed. Valadez, James R., Ed.
Portrait of the Rural Community College. New Directions for Community Colleges, Number 90.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9914-8; ISSN-0194-3081
Pub Date—95
Contract—RR93002003
Note—119p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($15.95; subscription: $49 individuals, $72 institutions, agencies, and libraries).
Journal Cit—New Directions for Community Colleges; v23 n2 Sum 1995
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Administration, *Community Colleges, Distance Education, Rural American Indians, *Rural Areas, *Rural Education, Rural Urban Differences, Rural Women, *Small Colleges, *Tribally Controlled Education, Two Year Colleges
This collection of essays attempts to describe the status and role of the rural community college in higher education, highlighting the special challenges faced by these institutions. The following articles are included: (1) "Opening the Shutter," by James R. Valadez and Jim Killacky; (2) "The Comprehensive Mission of the Rural Community College," by John Cavan; (3) "The Small Rural Community College in 1994 and Beyond: One President's View," by Donald L. Reichard; (4) "Tribal Colleges: Their Role in U.S. Higher Education," by Michael J. Hill; (5) "Women and Minorities in Rural Community Colleges: Programs for Change," by Rosemary Gillett-Karam; (6) "Distance Education: The Way of the Future for Rural Community Colleges," by Pamela S. MacBrayne; (7) "Environmental Scanning Practices for Rural Colleges," by Janice Nahra Friedel and Joel D. Lapin; (8) "Program Development in the Rural Community College," by Anne S. McNutt; (9) "Civic Trusteeship: A Collaborative Model for Community Development," by Millicent M. Valek; (10) "Rural Adults in Community College Distance Education: What Motivates Them To Enroll?," by Pamela S. MacBrayne; and (11) "Sources and Information: Rural Community Colleges," by Elizabeth Foote. Includes an index. (DM)

ED 385 310 JC 950 379
Cohen, Arthur M.
Indicators of Institutional Effectiveness. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-94-3
Pub Date—Jun 94
Contract—RI93002003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Outcomes Assessment, College Transfer Students, *Community Colleges, Community Surveys, Educational Assessment, Educational Trends, Graduate Surveys, *Institutional Mission, *Institutional Research, Outcomes of Education, *School Effectiveness, *Self Evaluation (Groups), Two Year Colleges
Identifiers—Educational Indicators, ERIC Digests
Within the last few years, American schools have moved toward routinely measuring the outcomes of their educational programs. Two national associations dealing with community colleges have also developed quantitative indicators to assess outcomes for two-year colleges. There are still colleges that make only minimal efforts at assessment, citing the fairly primitive level of assessment technologies and the difficulty in selecting qualitative indicators of effectiveness, but gains have been made nevertheless. For example, the League for Innovation in the Community College has described 5 major missions of the community college (i.e., transfer, career preparation, basic skills, continuing education and community service, and access) and suggested operational definitions, questions to be answered, and data sources. The League suggests assessing the transfer mission, for example, by variously measuring student knowledge, the college's transfer rate, grades that students earn after transfer, and the number of college credits the universities accepted. Other assessment methods currently in use include surveys of: (1) students who have recently graduated, dropped out, or transferred; (2) student performance after transfer; (3) occupational education outcomes; (4) pre- and post-measures of student learning; and (5) public-image studies to determine community members' impressions of a college and students' level of satisfaction. (KP)

ED 385 311 JC 950 380
Parrott, Sarah
Future Learning: Distance Education in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-02
Pub Date—May 95
Contract—RI93002003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Community Colleges, Computer Mediated Communication, *Distance Education, *Educational Practices, Educational Technology, *Educational Television, *Educational Trends, *Nontraditional Education, Nontraditional Students, Outcomes of Education, Two Year Colleges
Identifiers—ERIC Digests
The use of distance learning programs at the post-secondary level is expected to grow throughout the 1990s, with much of the growth taking place in community colleges. As of 1994, 80% of community colleges offered some form of distance education (DE) programs. A 1992 national survey of DE practices reported that broadcast television was the most widely used technology, while a 1990 survey reported that 63% of responding community colleges relied on public television, 49% used educational channels, and 4% offered videotape checkout. Other DE programs are synchronous in nature, using live interactive instruction, audio conferences, and real-time computer communications. A profile of DE students developed in 1988 indicated that, in general, they were over 26 years of age, highly motivated, goal-oriented, and unable to attend the traditional classroom setting. With respect to student outcomes, two studies on distance education from 1992 and 1993 found no significant difference in grade point averages between distance and traditional students, though evidence did exist that course completion rates were higher in traditional sections. Another important issue in implementing DE is that low-income and minority students may not have access to the technology and may be locked out of the programs. One of the greatest challenges facing the widespread implementation of DE programs, however, are faculty who are concerned about the impact of technology on their roles, intellectual property rights, fair compensation, decline in quality due to canned courses, and preserving human contact. (Contains 13 references.) (KP)

ED 385 315 JC 950 384
Rifkin, Tronie
The Status and Scope of Faculty Evaluation. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-03
Pub Date—Jun 95
Contract—RI93002003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, Educational Development, Educational Improvement, Educational Objectives, Educational Practices, Evaluation Methods, *Faculty Development, *Faculty Evaluation, *Formative Evaluation, Peer Evaluation, Student Evaluation of Teacher Performance, *Summative Evaluation, *Teacher Attitudes, Two Year Colleges
Identifiers—ERIC Digests
One of the main obstacles to effective faculty evaluation is the inability to reach consensus on the evaluation's intended purpose. On one hand, faculty evaluation has a formative purpose, supporting faculty development, growth, and self-improvement, while it also has a summative purpose in that it provides data to make personnel decisions on tenure, promotion, reappointment, and salary. Since the 1970's there has been debate over whether an evaluation system can be both formative and summative, and still be effective. One of the few points of agreement is the need for multiple sources of input. Possible sources of evaluation data include self-evaluation, evidence of student achievement, alumni evaluations, and instructor performance tests, with the most common source being student evaluations of teacher performance. Two major problems in establishing successful faculty evaluation programs are administration disinterest in whether or not faculty succeed and faculty resistance. Faculty fear that evaluations purported to encourage development and growth will be used to make decisions on tenure, promotion, and dismissal. Despite the lack of clarity over the goals of evaluation and the most appropriate methodology, community college practitioners generally agree that evaluation is a necessary part of teaching and learning. The ideal system of evaluation would be a non-normative or criterion-referenced system that appraises faculty according to a set of professional standards and encourages professional development rather than discourages it. (KP)

ED 385 316 JC 950 385
McCarthy, J. Christopher
The Project for Adult College Education (PACE): Student Characteristics, Perceptions, and Writing Development. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-4
Pub Date—Jun 95
Contract—RI93002003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Adult Education, *Adult Programs, Community Colleges, *Curriculum Design, Nontraditional Education, *Participant Satisfaction, *Program Effectiveness, Student Attitudes, Two Year Colleges, *Weekend Programs
Identifiers—ERIC Digests
The Project for Adult College Education (PACE) is a general education core curriculum designed for working adults. PACE students receive approximately half the classroom hours in each subject area that they would in a traditional classroom. The balance of time is devoted to viewing course-related instructional television and participating in weekend conference lectures or activities. The program was developed in the mid-1970's and was designed to take into account the barriers to higher education facing working adults. While some faculty view PACE as an easy way to earn a degree, supporters point to PACE's positive elements, such as writing-across-the-curriculum and the conferences which provide valuable learning experiences outside of the traditional lecture. Concerns about the viability of the PACE curriculum led to a spring 1993 survey of 291 PACE students at Los Angeles, California's Harbor College. Survey results indicated the following: (1) the PACE program had an older student body than traditional programs; (2) 94% of respondents intended to transfer, and over half had left college earlier but returned through PACE; (3) over 99% gave the program and quality of instruction passing grades, and 93% felt that the classroom time was adequate; (4) the highest rated aspects of the program included the condensed curriculum, evening and Saturday schedule, quality of instruction, faculty involvement, students' sense of belonging, and coursework focused on important issues; and (5) the element most often criticized was the currency of television programming. (KP)

ED 385 326 JC 950 400
Foote, Elizabeth
Internet Resources for Community College Practitioners. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-07
Pub Date—Jun 95
Contract—RI93002003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, Computer Interfaces, Computer Mediated Communication, Computer Networks, Database Producers, *Databases, *Educational Resources, Electronic Publishing, *Information Sources, *Online Systems, Search Strategies, Two Year Colleges
Identifiers—ERIC Digests, *Internet
This article describes the Internet and lists resources available to community college (CC) practitioners through the Internet. The Internet is described as an international computer network which links thousands of smaller networks. The digest suggests the following hardware for Internet access: an IBM-compatible computer capable of running Windows, or a Macintosh computer with at least a 68030 processor; a modem of at least 14,000 baud per second; an Internet provider; and telecommunications software. The article then lists CC Internet resources, providing both the Internet address and information about each site, including online guides to the Internet such as: (1) the Clearinghouse of Subject-Oriented Internet Resource Guides; (2) the Rice University Gopher (menus of resources maintained elsewhere are organized by subject matter at this site; and (3) W3 Servers, a catalog of all World Wide Web (WWW) servers. The list also includes CC Internet sites including Fayetteville Technical College, a gopher site with pointers to other CC gopher sites; Community Colleges Web Directory; Education Virtual Library; the Community College League of California; ERIC Clearinghouse for Community Colleges; as well as electronic books, reference resources, government information, library catalogs and Usenet Newsgroups. These latter resources include: (1) Project Gutenberg, providing classics, poetry, and historical documents in full text; (2) Internet Wiretap, providing White House press releases, laws, and legal documents; and (3) the U.S. Department of Education WWW Site which provides information on legislation, programs (such as Goals 2000 and School-to-Work), publications, statistics, and educational software. The article also describes and lists listservs of particular interest to CC practitioners. (Includes a list of publications which provide basic information about the Internet.) (KP)

PS

ED 375 986 PS 022 934
Katz, Lilian G., Ed. Cesarone, Bernard, Ed.
Reflections on the Reggio Emilia Approach. Perspectives from ERIC/EECE: A Monograph Series No. 6.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 94
Contract—RR93002007
Note—135p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801-4897 (Catalog No. 215, $10, plus $1.50 shipping and handling).
Pub Type— Books (010) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annotated Bibliographies, *Art Activities, *Cultural Differences, Foreign Countries, Freehand Drawing, Infants, Preschool Children, *Preschool Education, Preschool Teachers, *Program Implementation, Staff Development, Teacher Attitudes, *Teaching Methods, Toddlers
Identifiers—Collaborative Learning, Italy, Program Adaptation, *Project Approach (Katz and Chard), *Reggio Emilia Approach, United States
This monograph consists of seven papers that discuss issues related to the teaching approach used in the preschools of Reggio Emilia, Italy. The papers are: (1) "Images from the World: Study Seminar on the Experience of the Municipal Infant-Toddler Centers and the Preprimary Schools of Reggio Emilia, Italy" (Lilian G. Katz), which identifies problems that warrant consideration by American educators trying to adapt the Reggio Emilia approach to schools in the United States; (2) "Images from the United States: Using Ideas from the Reggio Emilia Experience with American Educators" (Brenda Fyfe), which shares insights of teachers in the St. Louis, Missouri, area as they implement the Reggio Emilia approach in their classrooms; (3) "Reggio Emilia: Its Visions and Its Challenges for Educators in the United States" (Rebecca New), which notes the similarities and differences in the way teachers in Italy and the United States perform their daily work; (4) "Different Media, Different Languages" (George Forman), which explains the role of graphic "languages" in children's learning; (5) "Staff Development in Reggio Emilia" (Carlina Rinaldi), which explains the Reggio Emilia schools' unique approach to staff development; (6) "An Integrated Art Approach in a Preschool" (Giordana Rabitti), which details a case study of a children's project conducted in one of the preprimary schools in Reggio Emilia; and (7) "Promoting Collaborative Learning in the Early Childhood Classroom: Teachers' Contrasting Conceptualizations in Two Communities" (Carolyn Edwards, Lella Gandini, and John Nimmo), which examines the beliefs of teachers in Italy and the United States about their roles and about the nature of children as learners. A reference list is appended to some of the papers. The monograph also contains a bibliography of 22 items on the Reggio Emilia approach selected from the ERIC database, and a list of additional resources on the Reggio Emilia approach. (BC)

ED 376 990 PS 022 935
Kohn, Alfie
The Risks of Rewards. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-14
Pub Date—Dec 94
Contract—DERR93002007
Note—3p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Behavior Modification, Elementary Secondary Education, Feedback, Grades (Scholastic), *Incentives, Parent Child Relationship, Praise, *Rewards, *Self Motivation, Teacher Student Relationship, *Values
Identifiers—ERIC Digests
Among teachers and parents who avoid punishing children, many turn instead to the use of rewards. However, as with punishment, the offer of rewards can elicit temporary compliance but is no more effective at helping children become responsible people or self-directed learners. Extrinsic motivators, such as rewards, do not alter commitments that underlie behavior. Nor are rewards helpful at enhancing achievement. At least two dozen studies have shown that people expecting a reward for completing a task do not perform as well as those who expect nothing. This effect is robust across age, gender, and type of task. Other studies have documented the phenomenon that rewards cause people

to lose interest in whatever they were rewarded for doing. Still other studies have shown that people who are offered rewards for performing tasks will generally choose the easiest task to perform. In the absence of rewards, by contrast, children are inclined to pick tasks that are just beyond their current level of ability. To deal with the implications of these data, classroom management practices that rely on rewards ought to be reconsidered. Assessment practices should be designed so that children experience success and failure not as reward and punishment, but as information. When children receive feedback in the form of information, they are helped to develop their own criteria for successful learning instead of encouraged to be dependent on securing someone else's approval, and they experience unconditional support instead of a positive response that is conditional on meeting someone else's demands. Contains 12 references. (BC)

ED 376 991 PS 022 936
Davis, Bernadette Caruso Shade, Daniel D.
Integrate, Don't Isolate! Computers in the Early Childhood Curriculum. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-17
Pub Date—Dec 94
Contract—DERR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Computer Assisted Instruction, *Computers, Computer Software, *Computer Uses in Education, Early Childhood Education, *Integrated Activities, *Integrated Curriculum, *Learning Activities, Microworlds, *Teacher Role, Teacher Student Relationship
Identifiers—ERIC Digests, Project Approach (Katz and Chard)
When computers are relegated to a single room in a school where children use them only occasionally, their potential impact on children's learning is minimized. When computers are integrated into the curriculum and are applied to real problems, however, children gain the ability to use computers as natural tools for learning. For example, when a teacher chooses a topic for an integrated study project, the class will define relevant concepts related to that topic and choose activities to explore those concepts. Sometimes computers will be the most appropriate tool for exploring the concepts. As they work on their project, children can use computer programs to construct stories with pictures, labels, and voice recordings; gather information from CD-ROM encyclopedias; compose and illustrate stories; and write letters to experts. Children can also use microworlds, or programs that help them discover concepts and cause-effect relationships, and serve as a bridge between hands-on experience and abstract learning. Teachers help children learn in computer-enriched classrooms by filling several roles. Initially, teachers serve as instructors to children in the use of computers. Later, as children gain more experience, the teacher's role moves to that of a coach. By using computers themselves, teachers can also serve as models to children Finally, teachers must be critics of computer software, learning to select the best software to enhance children's development. In all cases, teachers must remember that without proper integration of computers into the curriculum, the benefits of technology to children's learning cannot be fully achieved. Contains 12 references. (BC)

ED 380 236 PS 023 150
Guia Para Ver La Television En Familia (Guidelines for Family Television Viewing). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-12
Pub Date—Jul 94
Contract—RR93002007
Note—3p.; Spanish translation of ED 320 662.
Language—Spanish
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Family Problems, Guidelines, *Parent Responsibility, *Parent Role, *Programming (Broadcast), Social Action, *Television Commercials, *Television Viewing, *Violence
Identifiers—ERIC Digests
This ERIC digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 380 237 PS 023 151
La Disciplina Positiva (Positive Discipline). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-11
Pub Date—Jul 94
Contract—RR93002007
Note—3p.; Spanish translation of ED 327 271.
Language—Spanish
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Classroom Techniques, *Discipline, *Educational Practices, Elementary Secondary Education, *Self Esteem
Identifiers—ERIC Digests
This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. The digest explains 12 methods of disciplining children that promote children's self-worth. These methods are: (1) showing children that the reasons for their actions are understood; (2) stating reasons; (3) offering solutions; (4) indicating confidence in children; (5) demonstrating how a situation is handled; (6) redirecting children's attention; (7) avoiding accusation; (8) offering alternative choices; (9) helping children express their feelings; (10) establishing firm limits; (11) giving clear and simple directions; and (12) remembering that children need to experience and explore. The d gest also lists activities that help create a positive climate that promotes self-discipline, notes harmful and negative disciplinary methods, and lists elements of good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (BC)

ED 380 238 PS 023 152
Katz, Lilian G.
El Metodo Llamado Proyecto (The Project Approach). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-16
Pub Date—Dec 94
Contract—RR93002007
Note—3p.; Spanish translation of ED 368 509.
Language—Spanish
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activity Units, *Curriculum Development, Early Childhood Education, Elementary Education, *Group Activities, *Learning Activities, Student Motivation, *Student Participation, *Teacher Student Relationship, Thematic Approach
Identifiers—ERIC Digests, *Project Approach (Katz and Chard)
A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 380 239 PS 023 153
Katz, Lilian G.
La Evaluacion del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers). ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-1
Pub Date—Feb 95
Contract—RR93002007
Note—3p.; Spanish translation of ED 372 875.
Language—Spanish
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affection, *Child Development, Childhood Interests, Curiosity, Eating Habits, *Evaluation Criteria, Friendship, Play, *Preschool Children, Preschool Education, Sleep
Identifiers—Authority, *Developmental Assessment, Emotional Expression, ERIC Digests, Toilet Training
To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on 1 day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first

3 of the 11 categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

ED 380 240 PS 023 155
Swick, Kevin J. And Others
Family Involvement in Early Multicultural Learning. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-2
Pub Date—Mar 95
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Cultural Awareness, *Family Involvement, *Family School Relationship, Learning Activities, *Multicultural Education, Parent Education, *Parent Participation, *Parent Teacher Cooperation
Identifiers—ERIC Digests, Multicultural Materials
Recent studies suggest that the involvement of parents and teachers with young children provides natural opportunities for modeling and nurturing positive cultural attitudes. Strategies that support children's multicultural learning within a context of family involvement are of three types. The first of these is parent education and support. Teachers can support parents by holding orientation meetings to discuss multicultural curricula, sharing multicultural information, and helping parents find resources. The second strategy involves school-family curriculum activities. Activities and resources for children, parents, and teachers include study groups on cultural issues, field trips, the use of materials from various cultures in the classroom, multicultural displays, and original books created by children and their families. Multicultural resources and activities specifically for children include family stories written by children and their parents, children's literature that exhibits a multicultural perspective, storytelling by adults to children, videotapes, audiocassettes, and music produced by children themselves. The third strategy relates to parent-teacher partnerships. Parents can participate in establishing multicultural guidelines for the curriculum and can serve as resource persons for teachers. Teachers can share with families items such as books and videotapes that have a multicultural focus. Using these strategies, families and teachers can prepare children to become sensitive members of a multicultural community. (BC)

ED 382 406 PS 023 335
Kagan, Sharon L.
The Changing Face of Parenting Education. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-7
Pub Date—May 95
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Programs, Coordination, Cultural Differences, Government Role, Parent Attitudes, *Parent Education, *Parenting Skills, Program Evaluation
Identifiers—Equal Access, ERIC Digests, *Parent Needs, *Program Characteristics, Voluntary Participation
Research has increased our knowledge about the relationship between demographic conditions, family life, and child outcomes. Such increased knowledge has filtered into public consciousness. American parents recognize they can benefit from help in meeting their parenting duties, and social service providers are responding to parents' needs. Parenting education and family support programs are growing in number and becoming increasingly diverse on many dimensions of program operation. What binds these diverse programs together is a common set of principles: (1) focusing on prevention; (2) working with the entire family; (3) viewing the family as an active participant in planning the program; (4) nourishing cultural diversity; (5) focusing on strength-based needs analyses programming, and evaluation; and (6) employing flexible staffing practices. Parenting education programs are also facing a number of important issues. These issues are: equity; the voluntary/involuntary issue; understanding parental competence across various cultures; program quality, and training and credentialing of parent educators; measuring program results in terms of what programs can be expected to accomplish and designing scientific evaluations to measure those results that interventions are intended to achieve; and the need to engage in cooperative planning, coordinated service delivery, and infrastructure development across programs, communities, and states. Contains nine references. (BC)

ED 382 407 PS 023 336
Meisels, Samuel J.
Performance Assessment in Early Childhood Education: The Work Sampling System. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-6
Pub Date—May 95
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Check Lists, *Early Childhood Education, *Portfolio Assessment, Student Development, *Student Evaluation, Student Records
Identifiers—ERIC Digests, *Performance Based Evaluation, *Work Sampling System (Meisels)
Performance assessment offers an approach to assessment different from that of group-administered standardized tests by documenting activities in which children engage on a daily basis. Flexible enough to reflect individual academic achievement and designed to evaluate elements of learning not captured by standardized tests, the Work Sampling System offers an exemplar of how performance assessment works in early childhood and the primary years. This system assesses and documents children's skills, knowledge, behavior, and accomplishments across a variety of education domains and as manifested on multiple occasions. It consists of three components: (1) developmental guidelines and checklists; (2) portfolios; and (3) summary reports. The developmental guidelines and checklists assist teachers in observing and documenting children's progress across seven domains of development. These domains are divided into functional components, each of which contains performance indicators that represent important skills, knowledge, behaviors, and accomplishments. The guidelines that accompany the checklists make the process of observation more reliable and consistent. The checklists and guidelines create a profile of children's individualized progress. Portfolios, which are collections of children's work, provide a rich documentation of each child's experiences throughout the year. In the Work Sampling System, portfolio collections are based on two types of work: core items, which represent a particular area of learning within a single domain; and individualized items, which offer examples of children's work across domains. Summary reports, completed three times a year, consist of performance and progress ratings in each domain, and teachers' reflections and comments about the child's development. They are a means of translating the information in the checklists and portfolios into a more easily understood document for parents, teachers, and administrators. Contains seven references. (BC)

ED 382 409 PS 023 371
Rothenberg, Dianne
The Internet and Early Childhood Educators: Some Frequently Asked Questions. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-5
Pub Date—May 95
Contract—RR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Community, *Computer Mediated Communication, *Computer Networks, Databases, *Discussion Groups, Early Childhood Education, Electronic Mail, Elementary School Teachers, Library Catalogs, Online Searching, Preschool Teachers, Student Teachers
Identifiers—AskERIC, ERIC Digests, File Transfer Protocol, Gopher, *Internet, World Wide Web
This digest explores uses of the Internet for early childhood educators. The first section discusses six popular features of the Internet: (1) electronic mail, which provides educators with a worldwide group of peers with whom to share information; (2) Internet discussion groups, which provide users with the opportunity to be part of electronic communities made up of individuals who share similar interests; (3) databases and library catalogs, which can be accessed remotely using telnet software; (4) gopher and World Wide Web (WWW) sites, which contain collections of information on many topics, including information of special interest to teachers such as lesson plans and descriptions of projects for children; (5) file transfer, by which users can get files or software from remote computers; and (6) community computing networks, which exist in many communities and provide members with information, including education-related information, and other services. The second section of the digest lists four common ways educators can access the Internet. First, in some states and regions, networking systems provide Internet access to educators and others. Second, access can be obtained through community computing networks. Special projects at universities and colleges offer a third way of accessing the Internet. Finally, commercial services provide Internet access for a fee. The final section of the digest offers suggestions for finding information on the Internet. These include reading Internet guide books, commonly available in bookstores; asking discussion group participants; using Internet finding tools such as Veronica, various tools for searching the WWW, and examining gopher and WWW sites that provide topical listings of Internet resources; and using the AskERIC electronic question-answering service. (BC)

ED 382 410 PS 023 372
Rothenberg, Dianne
Full-Day Kindergarten Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-4
Pub Date—May 95
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Demography, *Full Day Half Day Schedules, *Kindergarten, Kindergarten Children, *Outcomes of Education, Primary Education, Social Development, Student Behavior, *Student Centered Curriculum
Identifiers—*Developmentally Appropriate Programs, ERIC Digests, Program Characteristics
Changes in American society and education over the last 20 years have contributed to the popularity of all-day, every-day kindergarten programs. Full-day kindergarten is popular for a number of reasons. Full-day programs eliminate the need to provide buses and crossing guards at mid-day. In high-poverty schools, state and federal funding for at-risk students is often used to supplement all-day funding. Most important, research studies confirm that attendance in full-day kindergarten results in academic and social benefits for students, at least in the primary grades. One study found that full-day kindergartners exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than did half-day kindergartners. However, observers of trends in kindergarten scheduling argue that the issue underlying the value of kindergarten programs is that of creating developmentally appropriate learning environments for all kindergarten children, regardless of the length of the school day. Developmentally appropriate, child-centered, all-day programs: (1) inte-

grate new learning with past experience through project work, mixed-ability grouping, and mixed-age grouping; (2) involve children in first-hand experience; (3) emphasize language development; (4) work with parents to share information about their children; (5) offer a balance of small group, large group, and individual activities; (6) assess students' progress through close teacher observation; and (7) develop children's social skills. Contains 13 references. (BC)

ED 382 411 PS 023 373
Katz, Lilian G.
The Benefits of Mixed-Age Grouping. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-8
Pub Date—May 95
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, Elementary Secondary Education, *Mixed Age Grouping, *Peer Relationship, Teacher Expectations of Students, *Teacher Student Relationship
Identifiers—ERIC Digests, Nurturance
The intention of mixed-age grouping in early childhood settings is to increase the heterogeneity of the group so as to capitalize on the differences in the experience, knowledge, and abilities of the children. One of the benefits of mixed-age groups is that they provide a context in which older children's dispositions to nurture can be strengthened. Other benefits relate to ways of learning. Whereas single-age groups create pressures on children and teachers to expect the same knowledge and skills from all children, in groups of children with a wide age span, the range of behavior and performance likely to be accepted is wider. Results of experiments in which children worked in same-age or mixed-age groups of three have shown that in the latter, older children spontaneously facilitated other children's behavior. In a single-age triad, however, the same children became domineering. Mixed-age groups also provide social and intellectual benefits. In mixed-age groups, younger children are capable of contributing to far more complex activities than they could working by themselves. Both older and younger children benefit from discussions centering on tasks which one understands better than the other. Along with these benefits, there are risks related to mixed-age groups. Younger children might be overwhelmed or pestered by older children, or older children might gloat over their superior skills. Teachers can alleviate these risks by encouraging children to turn to each other for explanations and comfort, showing younger children how to protect themselves, and encouraging older children to read to or write down text for younger children. (BC)

ED 382 412 PS 023 374
Espinosa, Linda M.
Hispanic Parent Involvement in Early Childhood Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-3
Pub Date—May 95
Contract—RR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingualism, Cultural Awareness, *Cultural Differences, *Cultural Traits, *Early Childhood Education, Family Life, *Hispanic Americans, *Parent Participation, Parents, Parent School Relationship, Teacher Attitudes
Identifiers—ERIC Digests, Hispanic American Students, *Program Characteristics
To determine effective strategies for connecting Hispanic parents and their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing practices and orientation toward formal education. Educators should be aware of Hispanics' diversity in terms of socioeconomic status, country of origin, and the nature and timing of their immigration. Except for Cuban-Americans, Hispanics can be characterized as having high rates of poverty and low levels of educational achievement. They are also an educationally vulnerable minority group, starting kindergarten somewhat behind their peers. Educators should note some differences in the way Hispanic and other American children are socialized. First, Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation. Second, throughout Hispanic culture there is a belief in the absolute authority of the school and teachers. Third, Hispanics, as a whole, have strong family ties and a collective orientation that supports community life. Addressing these differences, projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies: (1) a personal touch that includes personal meetings and home visits; (2) non-judgmental communication; (3) perseverance on the part of teachers in maintaining parents' involvement; (4) bilingual support; (5) administrative support; (6) staff development activities focused on Hispanic culture; and (7) community outreach efforts in which schools and programs serve as resource and referral agencies to support families. Contains 10 references. (BC)

RC

ED 376 996 RC 019 854
Conway, George E.
Small Scale and School Culture: The Experience of Private Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-6
Pub Date—Nov 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Environment, Educational Quality, Elementary Secondary Education, *Institutional Characteristics, Institutional Environment, Interpersonal Relationship, *Private Schools, School Attitudes, *School Size, *Small Schools
Identifiers—ERIC Digests, *School Culture, Sense of Community
It is a widely held perception in this country that private schools are superior to public schools. This digest examines school size and school culture as they relate to the high quality of education in private schools. The average private school is about half the size of the average public school. Reflecting Tonnies' (Ferdinand Tonnies, 1887) conception of "gemeinschaft" institutions, small private schools exhibit distinctive school cultures based on shared purposes, personal loyalties, and common sentiments. The large public school serves widely diverse stakeholders that rarely come together to develop local educational goals. Consequently, public schools are generally held accountable to school district or state goals, which tend to be quantitative and are addressed by technical solutions. While public schools must reflect diverse community sentiments, private schools are free to establish their own sentiments and actively profess them to students through institutional rituals and traditions. These institutional beliefs and customs are actively supported by parents, alumni, and teachers. Such shared sentiments may be part of the reason that good teachers remain in private schools, accepting salaries significantly lower than those in public schools. Many experts favor smaller schools over consolidated megaschools, and connect educational quality to a sense of community. But American public school leadership continues to build large schools in pursuit of cost effectiveness and curriculum diversity. Such strategies may be sacrificing positive school culture and meaningful educational reform. Contains 14 references. (SV)

ED 376 997 RC 019 855
Martin, Philip
Migrant Farmworkers and Their Children. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-7
Pub Date—Nov 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agricultural Production, *Agricultural Trends, *Demography, Disadvantaged, *Employment Patterns, Federal Programs, Foreign Workers, *Migrant Children, Migrant Education, Migrant Programs, *Migrant Workers, Seasonal Laborers, Undocumented Immigrants
Identifiers—ERIC Digests, *National Agricultural Workers Survey
This digest reviews the population characteristics of migrant and seasonal farmworkers and their children. Since the 1960s, federal programs for migrant workers and their families have multiplied. However, these programs have differing definitions for "migrant and seasonal farmworker," and no current data system provides a reliable count or profile of migrant children. In 1989 the U.S. Department of Labor initiated the National Agricultural Worker Survey (NAWS) to address fears that immigration reform would result in farm labor shortages. Considered by some researchers to be the best data currently available, NAWS suggests that, in 1989-91, there were about 840,000 migrant farmworkers who had 409,000 children traveling with them. Of these children, 36,000 also did farmwork. An additional 169,000 youth were farmworkers traveling without their parents. Migrant farmworkers were primarily Hispanics (94%), born in Mexico (80%), married with children (52%), in the United States without their families (59%), and mostly men (82%). Migrant farmworkers are the largest needy labor force in the United States. Their numbers are unlikely to diminish as labor-intensive crops make up over a third of total U.S. crop sales. Economic dislocation in rural Mexico is expected to accelerate Mexican immigration in the 1990s, and many new immigrants will speak Indian languages rather than Spanish. Programs that serve migrant farmworkers and their children will need flexibility to deal with this changing population. (SV)

ED 376 998 RC 019 856
Hendricks, Bruce
Improving Evaluation in Experiential Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-8
Pub Date—Nov 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Cooperation, *Evaluation Methods, *Evaluation Problems, Evaluators, *Experiential Learning, Interprofessional Relationship, *Program Evaluation, Research and Development, Student Evaluation, Theory Practice Relationship
Identifiers—ERIC Digests, *Teacher Researcher Cooperation
Although experiential education is really the oldest approach to learning, its practitioners have not had an easy time justifying its relevance in the modern educational world. Recent changes in the methodologies of evaluation have provided useful tools for experiential educators. Such tools can be used to refine programming, enhance student learning, and perhaps improve the credibility of the field. Qualitative approaches to assessment and evaluation are becoming more common, usually in addition to--but sometimes in place of--quantitative approaches. While past evaluation methods have provided evidence of the effectiveness of experiential learning

techniques, the current challenge is to develop methods to answer questions about how experiential education works, including the transfer of experiential learning to other contexts. Eight criteria outlined by Eisner provide a framework for evaluation that is consistent with the premises of experiential education programs. The reliability, clarity, and usefulness of findings improve when several evaluation methods are used. Good evaluation also depends on improving relationships between practitioners and evaluators. Collaborative planning will improve the quality of evaluation design and the applicability of findings, while collaboration in the communication of findings will narrow the gap between research and practice. Several major impediments that keep evaluation findings from being read are outlined, along with responses to increase reader interest and ease of use. Contains 11 references. (SV)

ED 380 267 RC 020 058
Wright, Al
Reauthorized Migrant Education Program: Old Themes and New. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-1
Pub Date—Mar 95
Contract—RR93002012
Note—4p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Eligibility, *Federal Aid, *Federal Legislation, High Risk Students, *Migrant Education, Student Records, Summer Programs
Identifiers—ERIC Digests, Improving Americas Schools Act 1994, Migrant Education Program, *Migrant Student Record Transfer System
The Migrant Education Program (MEP) was reauthorized for 5 years, effective July 1, 1995. Legislative changes in eligibility, priority for services, schoolwide projects, student record transfer, the summer funding formula, and consortium incentives make this the most sweeping one-time change in programming for migrant children and youth since the program's inception in 1966. Reduction in the eligibility period from 6 to 3 years, based on a single move, will remove about 200,000 formerly migrant children from the program. However, another revision that extends eligibility to migrant workers and their spouses through age 21 will add unknown numbers of older youth. A major change requires MEP grantees to give priority in the use of funds to migrant children who are failing or at risk of failing to meet state standards, and whose education was interrupted during the regular school year. Migrant educators believe that virtually all migrant students are at risk in relation to performance standards, and fear that this requirement may discourage families from remaining in home states until the end of the school year. The MEP includes other changes: allowing commingling of MEP funds with other funds in schoolwide projects serving migrant children; mandating replacement of the Migrant Student Record Transfer System with new means of counting migrant children and transferring records; mandating development of a new funding formula that reflects cost factors for different types of summer programs; and providing monetary incentives for interstate consortium arrangements that improve delivery of services. Contains seven references. (SV)

ED 383 518 RC 020 166
Huang, Gary
National Data for Studying Rural Education: Elementary and Secondary Education Applications. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-2
Pub Date—May 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Databases, *Educational Research, Elementary Secondary Education, *Information Utilization, *National Surveys, *Rural Education, *School Demography, Student Surveys
Identifiers—ERIC Digests, *National Center for Education Statistics
This digest describes datasets of the National Center for Education Statistics (NCES) that are related to rural education, discusses potential uses of NCES data, and offers practical tips for accessing these data. NCES has primarily two types of data: population data on the school universe and national surveys. Two population databases are the Common Core of Data, which describes all U.S. public elementary and secondary schools and school districts, and the School District Data Book, which provides comprehensive data on school districts and communities and links sociodemographic complexities to schooling. NCES longitudinal surveys that follow cohorts of middle-school and high-school students for 10-14 years include the National Longitudinal Survey (beginning in 1972), the High School and Beyond Survey (beginning in 1980), and the National Education Longitudinal Survey of 1988. Cross-sectional surveys include the School and Staffing Survey, conducted every 3 years; the National Assessment of Educational Progress, collecting information on student performance for over 25 years; and the National Household Education Survey (1991). NCES data have a variety of uses in program planning and design, policy making (although rural-specific policy issues are inadequately covered), and scholarly research. NCES datasets use several measures of rurality; researchers are advised to check that the dataset used contains a suitable locale measure. Other suggestions for researchers include taking advantage of CD-ROM technology, obtaining customized datasets and tabulations from NCES, and attending NCES seminars. (SV)

ED 384 479 RC 020 193
Miller, Bruce A.
The Role of Rural Schools in Rural Community Development. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-3
Pub Date—Aug 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Development, Community Schools, Cooperative Programs, Elementary Secondary Education, Entrepreneurship, Integrated Services, *Partnerships in Education, Rural Education, *Rural Schools, School Community Programs, *School Community Relationship, *School Role
Identifiers—ERIC Digests
Rural schools traditionally have played a central role in their communities. Now, as rural communities face declining quality of life and threats to their viability, collaborative partnerships between communities and schools offer a promising approach to community revitalization and survival. Researchers have identified three distinct, yet related approaches to building strong school-community relationships: (1) school as community center, in which the school becomes a resource for lifelong learning and delivers a wide range of educational, health, and social services; (2) community as curriculum, emphasizing student involvement in the study of community in all its complexity; and (3) school-based enterprise, in which students develop entrepreneurial skills by identifying service needs in the community and establishing a business to address those needs. The Northwest Regional Educational Laboratory has used all three approaches as starting points in its Community Development Partnership (CDP) project, pilot tested in three small isolated northwestern communities. CDP features include recognition of the importance of place; belief that community development must address social and environmental dimensions of community well-being, not just economics; and vision- and consensus-building activities. Important elements in sustaining partnerships over time are a strong base of community support, engagement of teachers in related curriculum work, and long-term commitment. Long-term partnerships will change fundamentally the way that schools prepare rural youth for the future. (SV)

ED 384 484 RC 020 205
Fanning, Jim
Rural School Consolidation and Student Learning. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-4
Pub Date—Aug 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Influence, *Community Role, *Consolidated Schools, Cultural Context, Elementary Secondary Education, Epistemology, *Experiential Learning, *Learning Processes, *Rural Schools, *School Community Relationship
Identifiers—ERIC Digests
This digest examines the pressures that have led to school consolidation, what consolidation has achieved, the role of community in education, and the ways that school consolidation undermines that role. Belief in the principle of economies of scale and the pursuit of national educational goals related to economic competitiveness have led school leaders to seek "the one best system" of schooling–usually, the large comprehensive high school with feeder districts. As rural communities with weakened economies have become more dependent on state funds, these attitudes plus state funding and accreditation formulas have led to increased school consolidation. However, large standardized systems may result in impersonal climate, increased bureaucracy, and low student participation, which in turn lead to social conflict in schools and disruptive student behavior. In addition, growing evidence indicates that school consolidation offers little or no advantage in controlling costs. Another, less discussed, reason for reconsidering consolidation involves the important role that community plays in education. People understand situations and events through two kinds of thought: paradigmatic thought based on technical knowledge (usually learned in school) and narrative thought (personal stories) about grounded experiences. Both modes of interpreting experience are influenced by local culture absorbed while participating in the community. Both small rural towns and urban neighborhoods can offer community naturally, but schools can offer only certain aspects of community. When the school is an interwoven part of the community, both are potent educators. (SV)

ED 385 424 RC 020 275
Bordeaux, Roger
Assessment for American Indian and Alaska Native Learners. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-6
Pub Date—Sep 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement, *Alaska Natives, *American Indian Education, Cultural Relevance, Elementary Secondary Education, Performance, *Standardized Tests, *Student Evaluation, Test Bias, Testing Problems
Identifiers—*Alternative Assessment, ERIC Digests, *Performance Based Evaluation
This digest examines the use of standardized, nationally normed testing in assessing the progress of American Indian and Alaska Native (AI/AN) students and describes alternative forms of assessment. For years, researchers have criticized the overuse of standardized, nationally normed tests to assess learner and school success. Problems with such test-

ing are compounded for AI/AN learners by the common disregard for the diversity of languages and cultures among Native learners. Researchers have suggested that many standardized tests are inappropriate for Native students, and have concluded that public school reliance on such tests may hurt Native Americans. The popularity of IQ and other standardized testing has also encouraged a mindset that looks for deficiencies in the individuals being tested or in their cultures, rather than in the tests themselves. Before the European conquest of America, nearly all Native peoples used forms of performance-based assessment to determine how each individual could best contribute to the survival of the tribe, clan, or village. Performance-based assessment directly examines accomplishment of specific tasks that are important for life; current forms include student portfolios, student performances, teacher observations, interviews, self- and group assessments, work sampling, and extended tasks. Development of performance-based assessment tools forces schools to relate curriculum to present and future real-life situations. Such assessment is supported by the Indian education community and is being implemented in a growing number of tribally controlled schools. Contains 18 references. (SV)

ED 385 425 RC 020 276
Berman, Dene S. Davis-Berman, Jennifer
Outdoor Education and Troubled Youth. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-5
Pub Date—Aug 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, Camping, *Delinquent Rehabilitation, Experiential Learning, Individual Development, *Mental Health Programs, Outcomes of Treatment, *Outdoor Education, Therapeutic Environment, *Therapy, *Youth Programs
Identifiers—ERIC Digests
This digest briefly summarizes the parallel development of outdoor education and outdoor therapeutic programs for troubled and adjudicated youth, describes the rationale supporting outdoor approaches, and reports related research and evaluation findings. First attempts to use the outdoors as a healing environment were "tent therapy" programs at state psychiatric hospitals in the early 1900s. The mid-1900s saw the start of more sophisticated camping programs for troubled youth that included observation, diagnosis, and psychotherapy components. The first therapeutic wilderness programs included the perception of danger and immediate natural consequences of participant noncooperation. At the same time, experience-based programming was developing in schools and universities. The two movements had many common influences, including the ideas of John Dewey and Kurt Hahn. Since the 1970s, the number and types of outdoor programs geared specifically to troubled youth have increased dramatically. Outdoor settings allow staff and youth to relate in new nonverbal ways, provide a new environment with new possibilities, encourage participants to face their fears, and create interdependence among group members. Many mental health programs for youth use the outdoor environment, but their therapeutic programs are often quite vague. Court-related programs are usually residential, long-term, and designed as an alternative to incarceration. Although the research on outdoor programs has been sparse, available evidence suggests positive impacts on self-esteem in both mental health and court programs, as well as reductions in delinquency recidivism rates. This digest includes suggestions for further research and information on resources. Contains nine references. (SV)

ED 385 426 RC 020 277
Wiles, Jon W.
Middle Level Education in Rural America. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-95-7
Pub Date—Sep 95
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Objectives, *Educational Strategies, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Middle Schools, Rural Education, *Rural Schools, School Size, Skill Development, *Small Schools, Student Development
Identifiers—Developmentally Appropriate Programs, ERIC Digests, *Standardization
This digest describes the development of the standard middle school and its impact on rural areas, discusses the original goals of middle schooling, and suggests how rural schools can meet these goals despite their small size. The earliest middle schools were innovative rural junior high schools that enriched their programs with additional electives and age-appropriate activities and experimented with team teaching and flexible schedules. By the early 1970s, however, middle school designs had become somewhat standardized and a formula for a successful program began to emerge. The small size of most rural middle schools, which were sometimes dependent on the high school for shared facilities and teachers, seemed to preclude having a "true" middle school. In some places, a belief in a critical scale for the standardized middle school program (believed to be 800-1,200 students) led to school consolidation and the building of large regional facilities. However, it is important for small rural schools to focus on the goals of middle schooling that seek to meet the many needs of the preadolescent learner. These goals include academic achievement, development of learning skills, and personal development. While larger middle schools address these areas by employing standard components, small schools may use other strategies that capitalize on the many benefits of small school size. The digest briefly discusses such small-school strategies, describes promising innovations for the future, and suggests additional readings. (SV)

SE

ED 378 053 SE 055 659
Hartog, Martin D. Reed, Michelle K.
PRIME: Parent Resources in Mathematics Education. Mathematics Education Resources: An Annotated Bibliography.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 94
Contract—RR93002013
Note—10p.; For related documents, see ED 372 967-968 and ED 372 956.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH ($1.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Educational Resources, Elementary Secondary Education, Mathematics Education, *Mathematics Instruction, Parent Participation, Parent Responsibility, *Parents as Teachers, *Parent Teacher Cooperation
Identifiers—*Family Math, *Mathematics Activities
This annotated bibliography presents resources that will enable parents to fulfill their responsibility for developing their children's abilities to do mathematics, while at the same time encouraging more positive attitudes towards mathematics. The resources are divided into three categories: (1) activities initiated in the home, (2) activities initiated at school, and (3) special curriculum development projects that promote parent involvement. Contains 63 annotated references. (MKR)

ED 380 280 SE 055 895
Brosnan, Patricia A.
Learning about Tasks Computers Can Perform. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-1
Pub Date—Feb 95
Contract—RR93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free in single copies).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Literacy, *Computer Software, *Computer Uses in Education, Elementary Secondary Education, *Technological Literacy, Technology Education
Identifiers—ERIC Digests, *Parent Resources
Knowing what different kinds of computer equipment can do is the first step in choosing the computer that is right for you. This digest describes a developmental progression of computer capabilities. First the basic three software programs (word processing, spreadsheets, and database programs) are discussed using examples. Next, an explanation of more advanced uses of the computer is given, including graphics or drawing, multi-tasking or performing more than one job at a time, and telecommunications and e-mail. Finally, technological applications in education are discussed which include such topics as interactive video, hypertext and hypermedia, virtual reality, on-line multimedia libraries, and distance learning. Suggested resources for parents are included. (MKR)

ED 380 295 SE 055 956
Strutchens, Marilyn
Multicultural Mathematics: A More Inclusive Mathematics. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-3
Pub Date—Mar 95
Contract—RR93002013
Note—6p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bias, *Cultural Enrichment, Elementary Secondary Education, *Equal Education, *Mathematics Instruction, *Multicultural Education, *Social Structure
Identifiers—Diversity (Student), ERIC Digests
Until recently there have not been many links to students' culture in the mathematics classroom. This may be one of the major barriers to achievement of many groups historically underrepresented in mathematics, for these students may see mathematics as a subject that has very little meaning or value for their current or future lives. This digest discusses and illustrates Banks' five dimensions of multicultural education that provide a framework for empowering all students through multicultural mathematics education: content integration, knowledge construction, prejudice reduction, equitable pedagogy, and empowering school culture and social structure. (Contains 20 references.) (MKR)

ED 380 308 SE 056 125
Reed, Michelle K.
Making Mathematical Connections in the Early Grades. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-6
Pub Date—95
Contract—RR93002013
Note—4p.; For related digests, see SE 056 126-127.

Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, *Elementary School Mathematics, *Integrated Activities, *Interdisciplinary Approach, *Learning Activities, *Mathematics Instruction, Primary Education, Science Activities, Social Studies, Thematic Approach, Writing Across the Curriculum
Identifiers—*Connections (Mathematics), ERIC Digests, Language across the Curriculum, *Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult to achieve, yet is so helpful in motivating students in the early grades. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 18 sample activities appropriate for use in the early grades to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, and thematic approaches. (MKR)

ED 380 309 SE 056 126
Reed, Michelle K.
Making Mathematical Connections in Middle School. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-5
Pub Date—95
Contract—RR93002013
Note—4p.; For related digests, see SE 056 125-127.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, *Integrated Activities, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Learning Activities, *Mathematics Instruction, *Middle Schools, Science Activities, Social Studies, Thematic Approach, Vocational Education, Writing Across the Curriculum
Identifiers—*Connections (Mathematics), ERIC Digests, Language across the Curriculum, Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult, yet most important to achieve, especially at the middle school level, where students are first beginning to appreciate the real power of mathematics. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 17 sample activities appropriate for use in middle school classes to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, thematic units, and vocational. (MKR)

ED 380 310 SE 056 127
Reed, Michelle K.
Making Mathematical Connections in High School. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-4
Pub Date—95
Contract—RR93002013
Note—4p.; For related digests, see SE 056 125-126.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (single copies free).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, High Schools, *Integrated Activities, *Interdisciplinary Approach, *Learning Activities, *Mathematics Instruction, Science Activities, *Secondary School Mathematics, Social Studies, Thematic Approach, Vocational Education, Writing Across the Curriculum
Identifiers—*Connections (Mathematics), ERIC Digests, Language across the Curriculum, *Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult to achieve, especially at the high school level, where so much emphasis is placed on distinct content courses. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 18 sample activities appropriate for use in high school classes to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, and vocational. (Author/MKR)

ED 382 455 SE 055 894
Haury, David L.
African Americans in Science: Books for Young Readers. ERIC Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-95-2
Pub Date—Feb 95
Contract—RR93002013
Note—5p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biographies, Blacks, *Books, *Educational Resources, Elementary Secondary Education, Multicultural Education, *Reading Materials, Science Education
Identifiers—*African Americans, ERIC Digests

American society and classrooms are culturally multifaceted. However, people of color are woefully underrepresented in many professions, particularly those related to the sciences and allied technical fields. An expanding gap, for example, continues to separate the degrees of participation in science programs and careers among European Americans and African Americans. In an effort to fill this gap, many teachers are searching for methods and resources to aid in teaching the contributions that all ethnic groups have made in science. This listing, while intended for readers of all cultures and ethnic identities, contains a list of books and other resources of African American scientists, engineers, and inventors. (ZWH)

ED 385 445 SE 056 686
Wagner, Sigrid, Ed.
Research on Mathematics Education Reported in 1994. Supplement to the July 1995 JRME.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-0021-8251
Pub Date—Jul 95
Contract—RR93002013
Note—95p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Journal Cit—Journal for Research in Mathematics Education; v26 n4 suppl Jul 1995
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Doctoral Dissertations, Elementary Secondary Education, Higher Education, *Mathematics Education, Publications, *Research Reports
Identifiers—*Mathematics Education Research

This supplement contains the annual listing of research in mathematics education for 1994. Chapter 1, "Dissertation Research Reported in 1994" (Michael L. Bumbaugh & Sigrid Wagner), lists 251 dissertations abstracted in Dissertation Abstracts International during 1994 along with an index of dissertations by institution. Chapter 2, "Research Articles Published in 1994" (Gale A. Watson & Michelle K. Reed), lists 185 journal articles published in 1994 and includes a list of journals searched. Journal articles focusing on the interpretation and implications of research are included in this chapter. Chapter 3, "Research Papers and Monographs Produced in 1994" (Michelle K. Reed & Gale A. Watson), lists 57 papers and monographs abstracted for the ERIC database by the end of March 1995. Entries in each chapter contain annotations, major and minor category codes, and grade level codes. An index by major category codes is provided at the end. (MKR)

SO

ED 374 070 SO 024 505
Long, Gerald P.
Constitutional Rights of Juveniles and Students: Lessons on Sixteen Supreme Court Cases.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-19-X
Pub Date—94
Contract—RR93002014
Note—156p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Childrens Rights, *Constitutional Law, *Court Litigation, Due Process, Equal Protection, Freedom of Speech, Government School Relationship, High Schools, *Law Related Education, Social Studies, State Church Separation, *Student Rights, United States History
Identifiers—*Supreme Court

This document is a collection of 16 lessons designed for use in United States history and American government courses at the high school level. The lessons are divided into four distinct categories: (1) religion and the Establishment Clause; (2) freedom of expression; (3) due process and other rights of the accused; and (4) equal protection of the laws. Individually each lesson is based upon an actual cases decided by the United States Supreme Court. The lessons are intended to introduce students to basic constitutional principles, especially the need to protect individual liberties in an ordered society. Reenactments of key Supreme Court cases are an effective way to introduce students to constitutional issues. The lessons in this manual are based intentionally on controversies that originated in U.S. classrooms or the juvenile court system. Students tend to have a natural curiosity about cases that focus on young people confronting issues that might be similar to the ones they are currently facing, or interacting in a school environment that is analogous to their own. The use of authentic cases also can help to illustrate that it is possible for ordinary citizens, including students, to initiate actions that ultimately reach the Supreme Court where important precedents that affect millions of people are established. This manual includes suggested teaching approaches, two bibliographies, and a listing of national law-related education resource centers and state coordinators for law-related education. Appendices include the U.S. Constitution, three ERIC digests, and information on the American Bar Association's law-related education resource center. (DK)

ED 374 072 SO 024 557
Nelson, Murry R., Ed.
The Social Studies in Secondary Education: A Reprint of the Seminal 1916 Report with Annotations and Commentaries.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—National Council for the Social Studies, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Social Studies Development Center, Bloomington, Ind.
Report No.—ISBN-0-941339-20-3
Pub Date—94
Contract—RR93002014
Note—164p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.
Pub Type— Historical Materials (060) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Academic Standards, *Citizenship Education, *Curriculum Development, Curriculum Guides, Educational Change, *Educational History, Geography Instruction, History Instruction, Secondary Education, *Secondary School Curriculum, *Social Studies
This document contains a reprint of the 1916 "The Social Studies in Secondary Education: A Six-Year Program Adapted Both to the 6-3-3 and the 8-4 Plans of Organization and Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association" widely believed to be the most important document in the history of citizenship education in the United States. It legitimated the term "social studies" to designate formal citizenship education and placed squarely in the field all of those subjects that were believed to contribute to that end. While recognizing the importance of history and the social sciences as contributing to citizenship education, the Committee's report recognized that citizenship education is something more than mastery of separate disciplines. It recognized the study of social problems as a necessary part of the education of citizens, and outlined a content for the social studies that was widely adopted and has remained remarkably unchanged to the present. This book includes annotations by Murry R. Nelson, the editor of the present document, on the 1916 report. Commentaries include: (1) "The Social Contexts of the Committee on Social Studies Report of 1916" (Murry M. Nelson); and (2) "Thomas Jesse Jones–Doing God's Work and the 1916 Report" (Stephen T. Correia). The book also contains a 35-page select annotated bibliography from the ERIC database on social studies reform. The table of contents of the 1915 report on "The Teaching of Community Civics" is included in an appendix. (Author/DK)

ED 377 120 SO 024 562
Remy, Richard C.
Teaching Democracy in East Central Europe: The Case of Poland. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-4
Pub Date—Aug 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Curriculum Development, *Democracy, Elementary Secondary Education, Foreign Countries, Instructional Materials, Preservice Teacher Education, Social Change, Social Studies
Identifiers—Education for Democratic Citizenship in Poland, ERIC Digests, Europe (East Central), *Poland
This ERIC digest discusses the Education for Democratic Citizenship in Poland (EDCP) project, a cooperative effort of the Polish Ministry of National Education, the Mershon Center at The Ohio State University, and the Bureau for Civic Education in Local Control Schools at Warsaw, Poland. The digest discusses the background of the project, the project's original five major activities, and four new activities. Directors of and participants in the project are identified. A 7-item list of references and ERIC resources is included. The five original activities include: (1) a curriculum guide for civic education in Poland, funded by the National Endowment for Democracy; (2) a primary school civics course titled "Civic Education: Lesson Scenarios," funded by the United States Information Agency (USIA); (3) a course for pre-service teachers, "The School in Democratic Society" funded by the Pew Charitable Trusts; (4) a network of five centers for civic and economic education, funded by the National Endowment for Democracy; and (5) an international conference on civic education, funded by the Polish Ministry, Mershon, USIA, and the Pew Charitable Trusts. The four new activities are: (1) the Society for Civic Education; (2) a close-up look at Polish Politics and Government, "Civic Polonus"; (3) a book for educators and policymakers; and (4) research on civic education and democratization in Poland. (DK)

ED 377 121 SO 024 570
Wojtan, Linda S.
Ideas for Integrating Japan into the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—National Clearinghouse for United States-Japan Studies, Bloomington, IN.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-7
Pub Date—Nov 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Area Studies, *Cultural Awareness, *Curriculum Development, Elementary Secondary Education, Foreign Countries, *History Instruction, *Japanese, *Multicultural Education, Resource Materials, Social Values, Teaching Methods
Identifiers—ERIC Digests, *Japan
This ERIC Digest discusses how, by studying Japan, the larger context of the Asia-Pacific region can be explored and students can be introduced to current realities. The top 5 competitive countries for 1994 were the United States, Singapore, Japan, Hong Kong, and Germany. Because of the increasing interdependence between the United States and Japan, and Japan's place as an important part of Asia-Pacific dynamism, it is imperative that U.S. students increase their knowledge and understanding of Japan. The study of Japan has important multicultural dimensions. Mutual understanding continues to be illusive because attempts to examine aspects of Japanese culture sometimes result in exchanging one stereotype for another. What is needed is an exploration of the historical, economic, geographic, and sociological reasons behind what seems to be a propensity for group orientation. Suggested strategies for teaching about Japan while ensuring cultural accuracy include: (1) utilizing multiple perspectives; (2) including historical context; (3) involving Japanese nationals and other community resource persons; (4) exploring the underlying values of the culture; (5) considering introducing the Japanese language; and (6) introducing contemporary topics. Two resources for teaching about Japan are discussed: (1) the National Clearinghouse for U.S.-Japan Studies; and (2) the Center for Educational Media (CEM). Also included is information on obtaining resources from the ERIC system. Contains a 9-item reference list. (DK)

ED 377 138 SO 024 692
Pereira, Carolyn
Educating ESL Students for Citizenship in a Democratic Society. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-9
Pub Date—Nov 93
Contract—RR93002014
Note—4p.
Available from—Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Teachers, *Citizenship Education, *Cooperative Learning, Curriculum Development, Democracy, Educational Resources, Elementary Secondary Education, *English (Second Language), Instructional Materials, *Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests
The growing population of "English-as-second language" (ESL) students in the United States need to learn how to cope with the rights and responsibilities of citizenship in the U.S. Because of this, civic education should pervade the curriculum for ESL students. This ERIC digest treats five facets of civic education for ESL students: (1) needs and goals, (2) content and curriculum materials, (3) use of cooperative learning, (4) use of outside resource persons, and (5) national organizations that provide resources for teachers. The process of acculturation is essential in the area of U.S. civic culture–government, laws, criminal and civil rights, and civic values. To live in any kind of harmony with U.S. institutions and to make a productive contribution to national democratic life, students from other cultures need both information about and experiences in the political system of the United States. The principles, practices, and values of U.S. constitutional democracy comprise the cultural core of our pluralistic society. Citizens in possession of the democratic civic culture are able to protect their private rights, pursue personal interests, and contribute to the public good. Because language is both the vehicle and the most profound expression of culture, learning English is an essential part of the civic education process. Both ESL teachers and social studies teachers can profit from professional development experiences in multicultural education. Cooperative learning in ESL classes includes positive interdependence, interaction within the group, accountability of individual students, and explicit teaching of small group skills. A resource list is included. Contains 13 references. (DK)

ED 377 139 SO 024 693
Cox, John K.
Teaching about Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-10
Pub Date—Dec 93
Contract—RR93002014
Note—4p.
Available from—Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Christianity, *Culture Conflict, Current Events, Educational Resources, Elementary Secondary Education, *Ethnic Relations, *European History, Foreign Countries, *History Instruction, Islamic Culture, Violence, *War, World Problems
Identifiers—Bosnia and Herzegovina, Croatia, ERIC Digests, Yugoslavia
This digest provides facts and explanations about: (1) the peoples and places of the former Yugoslavia, including Bosnia- Hercegovina; (2) the collapse of Yugoslavia and the crisis in Bosnia-Hercegovina or "Bosnia"; and (3) the causes, conditions, and consequences of the Bosnian war. The history of Yugoslavia from 1918 to 1990 is discussed as well as allegiances of the various ethnic groups under the Hapsburg and Ottoman empires. The experiences of World War II are discussed from the Nazi satellite state run by local fascists in Croatia, to the Partisans of Tito in Yugoslavia. The collapse of communism and the political disintegration that began after Tito's death are described. Conditions and consequences of the Bosnian war include a terrible level of violence against civilians of all sides, refugees living in camps or who have fled to other countries, and a general destruction of cultural treasures. The

brutality of the war is attributed to historic animosities and cultural divisions between contending groups especially those resulting from the viciousness of World War II and the history of struggle between Christians and Muslims in the Balkan with its literature and folklore on holy wars. Finally sources of information and materials for teachers are listed. These include a list of organizations that provide information and materials for teaching and learning about the peoples and countries of central and eastern Europe. Contains ERIC resources and a list of 8 references. (DK)

ED 378 108 SO 024 639
Trevaskis, David Keller
Mediation in the Schools. ERIC Digest.
Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—American Bar Association Chicago, IL. National Law-Related Education Resource Center.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-8
Pub Date—Dec 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conflict Resolution, Decision Making, Elementary Secondary Education, *Interpersonal Communication, Peer Counseling, *Problem Solving, *Resource Materials, *School Security, Student Behavior, Violence
Identifiers—ERIC Digests, Mediators, *Peer Mediation
This digest discusses mediation as a form of conflict management that is receiving widespread attention in schools. Mediation involves a neutral third person, called a mediator, who assists the disputants in resolving their problem with the consent of all parties. It offers a risk-free way to settle disputes for the parties involved. Unresolved and lingering conflict frequently leads to violence, interfering with productivity and the quality of life in schools and the community. Extensive data illustrate that instances of violence, including bias-related violence and disciplinary problems in schools, are severely interfering with the learning environment of students. The rising incidence of violence in the schools has led numerous school districts to implement a wide range of costly safety measures from purchasing metal detectors to hiring fulltime police officers. Because such measures do not attack the causes of violence, there is a growing consensus that the best way to handle violence in the schools and prevent its spread throughout the community is to defuse disputes before they turn violent. The Digest describes the formation of The National Association for Mediation in Education (NAME), provides an address and telephone number for the organization, and discusses how mediation is being used in the schools. The American Bar Association's five-part mediation procedure model is outlined. An 11-item list of references and ERIC resources concludes this digest. (DK)

ED 379 205 SO 024 782
Leming, Robert S.
Teaching about Landmark Dissents in United States Supreme Court Cases. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-1
Pub Date—Jan 95
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Constitutional History, *Court Judges, *Court Litigation, Curriculum Development, Decision Making, *Dissent, Elementary Secondary Education, *History Instruction, *Opinions, Resource Materials, Social Studies, Teaching Methods
Identifiers—Betts v Brady, ERIC Digests, Minersville School District v Gobitis, Olmstead v United States, Plessy v Ferguson, *Supreme Court
This ERIC digest discusses the use of dissenting U.S. Supreme Court decisions in teaching about U.S. constitutional history. for most of its history, the U.S. Supreme Court has issued a single opinion indicating its decision in a case. The Court disposes of each case it reviews by majority rule (either affirming or reversing) and provides a rationale for its decision. The disposition and rationale are both critical elements of the Court's decision. In providing reasons for its decision, the Court may offer constitutional interpretations that have a significant impact on U.S. law and society. In cases where some justices do not agree completely with the Court's decision, they may write or join concurring and dissenting opinions. In "concurring" opinions, justices agree with the majority regarding the outcome of the case, but disagree in some way with the reasons that support the outcome. In "dissenting" opinions, justices disagree with the outcome of the case and present rationales for their views. Justices offer reasons for their decisions based on their understanding of law, history, and policy. Unlike the Court's majority opinions, dissents have no legal force. They can, however, encourage federal legislation to reverse or limit the Court's decision. They may influence the Court in future decisions. This ERIC digest focuses on four exceptional cases, in which dissents have attained landmark status in U.S. legal history in that they influenced subsequent reversals by the Court or have come to articulate revised opinions of the Court. (Author/DK)

ED 380 401 SO 024 872
Bahmueller, Charles F.
National Standards for Civics and Government. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-3
Pub Date—Apr 95
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Citizen Role, *Citizenship Education, *Civics, *Curriculum Development, Democracy, Elementary Secondary Education, Instructional Materials, *National Programs, Social Studies, *United States Government (Course)
Identifiers—ERIC Digests, *National Civics and Government Standards
This ERIC digest discusses the National Standards for Civics and Government for students from grades K-12. The Standards are organized around five central questions dealing with the following subjects: (1) the nature and necessity of government; (2) the foundations of American constitutionalism; (3) the functioning of American government and the place of democratic values and principles within it; (4) America's relations with the world; and (5) the roles of the citizen. Each of the five questions is followed by a statement that summarizes the standards that follow and presents reasons why citizens should be knowledgeable about them. The overarching questions are: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? and (5) What are the roles of the citizen in American democracy? This last question is the culmination of the document and focuses on the ideal outcome of civic education. A key section of the Standards emphasizes how citizens take part in civic life. Contains nine references. (DK)

ED 381 480 SO 024 942
Stoltman, Joseph P.
The National Geography Content Standards. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-2
Pub Date—Mar 95
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Elementary Secondary Education, *Geographic Concepts, *Geography, *Geography Instruction, Map Skills, *Resource Materials
Identifiers—ERIC Digests, *National Geography Standards
This ERIC Digest discusses "Geography for Life: National Geography Standards 1994." The standards specify what students in U.S. schools should learn and be able to do with regard to geography. There are six essential elements of geography into which 18 standards are grouped: (1) the world in spatial terms; (2) places and regions; (3) physical systems; (4) human systems; (5) environment and society; and (6) the uses of geography. Five skill sets for geography are presented with the content standards. The skills are: (1) asking geographic questions; (2) acquiring geographic information; (3) organizing geographic information; (4) analyzing geographic information; and (5) answering geographic questions. The standards make it clear that geography skills are the means to access and address the content in the standards. The five skills and suggestions for their inclusion focus upon critical thinking and incorporate such processes as knowing, inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision making. While the skills are clearly identified, they must be integrated within the numerous content standard suggestions across the students' K-12 experiences. This Digest lists five reasons why geography standards should be used: (1) they reflect the scholarly contributions of geography to student learning in grades K-12; (2) constituent groups agree that the standards include what U.S. youth should know and be able to do in using geography; (3) they reduce geographic content to a manageable level; (4) they may be mixed and matched to provide for a content rich social studies; and (5) they will link all schools with common threads in the curriculum. Instructions for obtaining copies of the standards are included. Contains 13 references and ERIC resources. (DK)

SP

ED 381 530 SP 035 918
Abdal-Haqq, Ismat
ERIC as a Resource for the Teacher Researcher. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-7
Pub Date—Mar 95
Contract—RR93002015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Action Research, Bibliographic Databases, *Computer Uses in Education, *Educational Research, *Educational Resources, Elementary Secondary Education, Higher Education, *Research Tools, Teacher Education, Teachers, Telecommunications
Identifiers—*ERIC, ERIC Digests, Teacher Development, *Teacher Researchers
This digest outlines salient characteristics of teacher-led research and its benefits to teachers and students. A discussion of selected resources for teacher researchers, which are available through various components of the Educational Resources Information Center (ERIC), follows the overview.

Effective teacher research is an empowering professional development activity that can assist teachers in several ways: (1) it empowers teachers, giving them greater confidence in their ability to individually and collectively promote change; (2) it develops and improves intellectual and technical skills; and (3) it expands career opportunities. Because teacher research is typically driven by a teacher's desire to improve his or her practice, and because it is focused on a specific problem, students generally reap immediate benefits from the teacher's findings. ERIC can assist teacher researchers to plan, implement, and disseminate their research. Specific ERIC resources that may be particularly useful include the ERIC database, the AskERIC Virtual Library and other Internet-based resources, ERIC publications, and subject-specific ERIC clearinghouses. Examples of information from some of these specific resources found within the ERIC system are given, and contact information for identified resources is included. (Contains 16 references.) (IAH)

ED 383 693 SP 036 036

Abdal-Haqq, Ismat

Professional Standards Development: Teacher Involvement. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-93-8

Pub Date—Jun 95

Contract—RR93002015

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Accreditation (Institutions), Educational Change, Educational Improvement, Educational Trends, Elementary Secondary Education, *Standards, Teacher Certification, Teacher Influence, *Teacher Participation, *Teacher Role

Identifiers—ERIC Digests, *Professionalization of Teaching, *Standard Setting

This digest provides a brief overview of the work of several influential standards-setting bodies established during the last decade and summarizes the primary ways in which classroom teachers participate in deriving, testing, implementing, and evaluating standards. The federal government is helping to shape the movement to develop rigorous content, performance, and delivery standards through legislation, such as the Goals 2000: Educate America Act, and through financial support of standards development projects. Other influential organizations involved in standards development include professional associations, such as the National Council of Teachers of Mathematics, the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium, and the National Council for the Accreditation of Teacher Education. In order to acquire a broad base of support for their efforts, most of the major standards development projects in recent years have attempted to involve significant stakeholders in U.S. education, including teachers, in the process. Teacher involvement in professional standards development includes: (1) authoring standards; (2) serving as field test subjects; (3) translating content standards into classroom lessons; (4) initiating standards-setting projects; and (5) monitoring and assessing standards-setting efforts. (Contains 23 references.) (IAH)

ED 383 694 SP 036 037

Dilworth, Mary E. Imig, David G.

Professional Teacher Development and the Reform Agenda. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-1

Pub Date—Jun 95

Contract—RR93002015

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Licensing Examinations (Professions), Partnerships in Education, *Professional Development, Professional Development Schools, *Schools of Education, *Teacher Certification, Teacher Education

Identifiers—ERIC Digests, National Board for Professional Teaching Standards, *National Goals, Professionalization of Teaching, *Reform Efforts

To transform and revitalize education and to acquire the knowledge and skills needed to instruct and prepare all American students for the next century, teacher education and professional development have been designated as one of the National Education Goals (added to the original six in 1994). The goal suggests that practicing teachers are key to the transformation of schools. This digest identifies schools of education, teacher licensing, and teacher certification as areas integrally tied to enhanced teaching and therefore essential to professional development. Emphasis is placed on forging new relationships between schools and schools of education and focusing attention on professional development and the establishment of new regulatory policies for licensing and relicensing teachers. It is also pointed out that the term "teacher certification" has recently come to have the same meaning in education as it does in other professions–a designation of advanced practice in a specialized area, based on a voluntary system of application and assessment. The conclusion is that professional development must promote teachers' continuous learning, integrating new knowledge about teaching and learning within the social contexts in which teaching takes place. (LL)

ED 383 695 SP 036 038

Reconceptualizing Professional Teacher Development. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-2

Pub Date—Jun 95

Contract—RR93002015

Note—4p.; This ERIC Digest was adapted from the article: Dilworth, M.E., & Imig, D.G. (1995, Winter). Professional teacher development. The ERIC Review, 3(3), 5-11.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Competency Based Education, Elementary Secondary Education, Higher Education, Holistic Approach, *Inservice Teacher Education, Mentors, Partnerships in Education, *Preservice Teacher Education, *Professional Development, Professional Development Schools, Reflective Teaching, School Based Management

Identifiers—ERIC Digests, *Reform Efforts

This digest highlights ways in which new and seasoned teachers are developing a repertoire of skills and knowledge that complement education reform efforts. For example, rather than seeing each stage of a teacher's professional life as distinct and separate, a more holistic view of the development of teacher from novice to advanced practitioner is recommended. Inservice programs must be recast to reflect the following paradigm shifts: (1) from deficit-based to competency-based approaches; (2) from replication to reflection; (3) from learning separately to learning together; and (4) from centralization to decentralization or site-based management. New concepts that have emerged in the past decade include professional development, partner, or clinical schools; educational partnerships; and mentoring programs. Societal issues such as crime, drug and alcohol abuse, poverty, homelessness, and child abuse have also influenced how teachers practice and are trained. To meet these challenges greater collaboration between social service providers and educators has become necessary. Results of this collaboration are evident in comprehensive service programs involving schools of education, medicine, nursing, criminal justice, and social work. (Contains eight references.) (LL)

ED 384 601 SP 036 102

Merryfield, Merry

Teacher Education in Global and International Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-3

Pub Date—Jul 95

Contract—RR93002015

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Studies, Elementary Secondary Education, *Global Approach, Higher Education, *International Studies, *Preservice Teacher Education, *Teacher Education Curriculum, Teacher Educators, Teaching Methods

Identifiers—ERIC Digests

To meet the economic, political, and social challenges of today's world, teacher education in global and international education is now mandated by the National Council for Accreditation of Teacher Education (NCATE). Global and international education is defined as education that develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Following a discussion of ways in which teaching with a global perspective differ from traditional approaches to studying ourselves, other peoples, and the planet, considerations for educating teachers are noted. Included are: (1) global knowledge about the world in general as well as content specific to the subjects the future teachers will teach; (2) simulated as well as personal cross-cultural experiences at home and abroad; (3) content and experiences infused throughout teacher education programs; (4) dealing with the controversial nature of global and international education; and (4) making curricular connections between global education and multicultural education. (LL)

TM

ED 385 604 TM 024 534

Doolittle, Peter And Others

The ERIC/AE Test Locator Service. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-94-2

Pub Date—Aug 94

Contract—RR93002002

Note—4p.

Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Culture Fair Tests, Databases, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Higher Education, *Measurement Techniques, *Online Catalogs, Selection, *Tests, Test Use

Identifiers—Buros Institute of Mental Measurements, Code of Fair Testing Practices in Education, Educational Testing Service, *ERIC Clearinghouse on Assessment and Evaluation, ERIC Digests, Gopher, *Internet

The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE), the Educational Testing Service (ETS), the Buros Institute, and Pro-Ed (publishing) have collaborated to produce the most comprehensive test locator services available on the Internet. The Test Locator service is located in a subdirectory of the ERIC/AE gopher site. It contains several searchable databases, advice on how to select and evaluate a test, information on fair testing practices and the Code of Fair Testing Practices, and connections to library catalogs that may be useful to anyone searching for specific test information. The ERIC/ETS Test Collection Test File, a joint project of ERIC and the ETS, contains records on over 9,500 tests and research instruments. Its records describe the tests and instruments and provide availability information for each. The Buros Test Review Locator, the Pro-Ed Test Review Locator, and the Publisher Locator are resources in the locator service. A sample search and directions for accessing the ERIC/AE gopher site are given. (SLD)

ED 385 605 TM 024 535
Yekovich, Frank R.
Current Issues in Research on Intelligence. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-3
Pub Date—Apr 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Assessment, *Educational Research, Experience, *Intelligence, Intelligence Tests, Learning, *Metacognition, Psychological Studies, *Research Needs, *Theories
Identifiers—*Cattell Horn Fluid and Crystallized Ability Theory, ERIC Digests, Gardner (Howard), Horn (John L), *Multiple Intelligences, Sternberg (Robert)
Intelligence has been defined and studied under a number of different rubrics. Three individuals serve as a representative sample of the educational and psychological researchers associated with cognitive psychology who have made significant contributions to current understandings of intelligence. Robert Sternberg's theory contains subcategories of context, experience, and the cognitive components of information processing. Metacomponents, performance components, and knowledge acquisition components are proposed as general processes of intelligent behavior. Howard Gardner proposes a theory of multiple intelligences in which he claims there are seven relatively independent intelligences. John Horn, with his advisor Raymond B. Cattell, has developed a theory of intelligence that specifies broad factors of fluid abilities and crystallized abilities. All of these approaches recognize the importance of experience in intellectual ability. Phillip Ackerman and David Lohman are among the researchers integrating information processing theories of learning with theories of individual differences in abilities. Of great importance among the current issues in the assessment of intelligence is developing better measures of intellectual abilities. (Contains 12 references.) (SLD)

ED 385 606 TM 024 536
Potts, Bonnie
Strategies for Teaching Critical Thinking. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-5
Pub Date—Feb 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, *Critical Thinking, *Educational Environment, Educational Objectives, Elementary Secondary Education, Higher Education, *Problem Solving, *Teaching Methods, *Thinking Skills
Identifiers—ERIC Digests
Critical thinking skills figure prominently among the goals for education proposed by educational researchers, parents, and employers. This digest discusses the skills related to critical thinking and three specific strategies for teaching these skills. The first, Building Categories, is an inductive reasoning tool that helps students categorize information by discovering the rules rather than merely memorizing them. Active learning of this sort typically results in better understanding and retention than is possible with more directive teaching. The Finding Problems strategy is a way of framing tasks so that students use skills similar to those needed for the ill-defined problems they will encounter in life. The Enhancing the Environment strategy acknowledges that critical thinking in the classroom is facilitated by a physical and intellectual environment that encourages a spirit of discovery. Seating arrangements and visual aids are useful in promoting active learning. (Contains 6 references.) (SLD)

ED 385 607 TM 024 537
Rudner, Lawrence M.
Questions To Ask When Evaluating Tests. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-06
Pub Date—Apr 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability, *Academic Achievement, *Evaluation Methods, Norms, *Predictive Validity, *Selection, Standards, Test Bias, Test Construction, Test Content, Test Reliability, *Tests, Test Use, Test Validity
Identifiers—ERIC Digests, *Standards for Educational and Psychological Tests
The "Standards for Educational and Psychological Testing" of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education are intended to provide a comprehensive basis for evaluating tests. This digest identifies key standards applicable to most test evaluation situations. There must be a clear statement of recommended uses and a description of the population for which the test is intended. Samples used for validation and norming must be of adequate size and sufficiently representative to establish validity, appropriate norms, and test use for the stated purpose. The test must be reliable enough to permit stable estimates of individual ability, and it must predict academic performance adequately. Content and construct validity must be adequate, and the test must contain clear and detailed instructions for testing and reporting. The test must be neither biased nor offensive to any demographic group. Four additional readings are recommended. Sample questions to help in evaluation are presented for each of these areas. (SLD)

ED 385 608 TM 024 538
Doolittle, Peter
Teacher Portfolio Assessment. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-07
Pub Date—Apr 94
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decision Making, *Educational Assessment, Educational Planning, Elementary Secondary Education, *Evaluation Methods, Feedback, Knowledge Base for Teaching, *Portfolio Assessment, Portfolios (Background Materials), *Professional Development, Teacher Certification, Teacher Effectiveness, *Teacher Evaluation
Identifiers—Authentic Assessment, ERIC Digests, *Performance Based Evaluation, Reflective Practice
One method for assessing teacher performance is the teacher portfolio. This is a collection of work produced by a teacher to highlight and demonstrate his or her knowledge and skills in teaching. A portfolio also provides a means for reflection and an opportunity to critique one's own work and evaluate one's own effectiveness as a teacher. Rather than being a folder laden with teaching artifacts and evaluations, a teacher portfolio should be a document created by a teacher that indicates the teacher's duties, expertise, and growth in teaching. Each assertion in the portfolio is documented in an appendix or a reference to outside material. Portfolios are used as a means of authentic assessment in evaluating the teacher for licensure or employment decisions, and they are also a way to provide feedback to teachers so that they can improve their teaching. Portfolios that are used to make personnel decisions come under a higher level of scrutiny than if the purpose is professional growth alone. Making the portfolio evaluation as objective as possible requires careful planning. Steps for implementing a portfolio program are outlined. Four sources are listed as recommended reading. (Contains 1 figure.) (SLD)

ED 385 609 TM 024 539
Drake, Liselle Rudner, Lawrence
Assessment & Evaluation on the Internet. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-1
Pub Date—Oct 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, Databases, *Educational Assessment, *Educational Resources, *Evaluation Methods, Evaluation Utilization, *Information Networks, Measurement Techniques, *Professional Associations
Identifiers—ERIC Digests, Gopher, *Internet
This digest identifies Internet resources of particular interest to the educational assessment community. Gopher sites and web sites are identified and discussed for the following organizations and institutions: (1) American Educational Research Association; (2) American Evaluation Association; (3) Arizona State University College of Education; (4) Buros Institute of Mental Measurement; (5) ERIC Clearinghouse on Assessment and Evaluation; (6) ERIC Clearinghouse on Information and Technology; (7) the Educational Testing Service; (8) the Evaluation Center at Western Michigan University; (9) the National Center for Research on Evaluation, Standards, and Student Testing; (10) the National Council on Measurement in Education; (11) the North Central Regional Education Laboratory; (12) the Northwest Regional Educational Laboratory; (13) the Princeton Review; (14) Question Mark Computing; and (15) the U.S. Department of Education. (Contains 4 references.) (SLD)

ED 385 610 TM 024 540
Goals 2000 and World-Class Standards on the Internet. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-2
Pub Date—Apr 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Networks, Educational Change, *Educational Objectives, Educational Policy, Educational Research, Elementary Secondary Education, Higher Education, *Information Networks, *International Education, Legislation, *National Programs, *Parent Participation, School Districts, Standards
Identifiers—ERIC Digests, *Goals 2000, Gopher, *Internet, World Class Standards
Many organizations, school districts, and state departments of education are posting useful materials on the Internet for anyone interested in Goals 2000,

world-class standards, and school restructuring. This digest identifies key Internet offerings related to Goals 2000 and world-class standards. Pointers to each of these offerings can be found at the ERIC Clearinghouse on Assessment and Evaluation gopher site (gopher.cua.edu, special resources, ERIC, Goals 2000). Offerings include assistance for parents and local communities on how to get involved and support school improvement efforts, as well as information from 26 states that have established gopher sites. National information is available on Goals 2000 initiatives and on the development of standards in the United States and abroad. Detailed information is presented for the following categories: (1) legislation and policy; (2) parent assistance and information; (3) local assistance and information; (4) state assistance and information; (5) national information and programs; (6) world-class standards; (7) international information; and (8) other Goals 2000 gophers. (SLD)

ED 385 611 TM 024 541
Cost of a National Examination. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-6
Pub Date—Oct 95
Contract—RR93002002
Note—4p.; Summarizes "Student Testing: Current Extent and Expenditures, with Cost Estimates for a National Examination" by the U.S. General Accounting Office, GAO/PEMD 93-8.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Estimates, Elementary Secondary Education, Multiple Choice Tests, *National Competency Tests, National Norms, National Surveys, *School Districts, *Standardized Tests, *Teacher Participation, Test Construction, *Test Use, Time Factors (Learning)
Identifiers—ERIC Digests, *Performance Based Evaluation

The House of Representatives Committee on Education and Labor asked the General Accounting Office (GAO) to look at school testing as it exists, to estimate its extent and cost, and to assess how a new national test might affect those factors. GAO gathered information from a variety of sources, including a 1991 survey with replies from 48 states and 74% of local districts in its national sample. U.S. students in 1991 did not appear to have been over tested, with systemwide testing taking up about 7 hours per year for an average student, half in testing and half in related activity. The overall cost in 1991 was estimated at $516 million, an estimated $15 per student. A future national test, whether a single performance-based test, a multiple-choice test, or tests for a decentralized system of clusters of states, would range from about $160 million for the first option to about $330 million after development costs for the cluster option with a performance-based test. However, there was significant opposition among respondents to the concept of a national examination system. The GAO believes that if the Congress wishes to mandate a national examination system, efforts should be made to involve local teachers and administrators, as well as to ensure the technical quality of the test. Four sources are listed for further reading. (SLD)

ED 385 612 TM 024 542
The Program Evaluation Standards. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-7
Pub Date—Oct 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ethics, *Evaluation Methods, Evaluation Utilization, Professional Associations, Program Development, *Program Evaluation, Program Improvement, Standards
Identifiers—Accuracy, ERIC Digests, Standard Setting

"The Program Evaluation Standards," established by 16 professional associations, identify evaluation principles that should result in improved program evaluations that address utility, propriety, feasibility, and accuracy. This digest summarizes these standards. Guidelines and illustrative cases to assist in meeting these standards are included with the full report. Seven standards related to utility are intended to ensure that the evaluation will serve the information needs of intended users. The three feasibility standards are intended to ensure that the evaluation will be realistic, prudent, diplomatic, and frugal. The eight propriety standards listed are intended to ensure that the evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results. Twelve standards for accuracy are intended to ensure that the evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated. Four resources are listed for further reading. (SLD)

ED 385 613 TM 024 543
Loulou, Diane
Making the A: How To Study for Tests. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-10
Pub Date—Oct 95
Contract—RR93002002
Note—4p.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Guides - Classroom - Learner (051) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, Essay Tests, *Learning Strategies, *Notetaking, Objective Tests, Organization, Planning, *Review (Reexamination), Study Habits, *Study Skills, Test Anxiety, *Test Wiseness
Identifiers—ERIC Digests

Doing well on tests and earning good grades begin with good study habits. This digest offers a plan to help in preparing for tests. It explains how to study for and take tests. Organization, planning, and time management skills are essential to becoming a successful student. A good student reads assignments, listens during lectures, and takes good classroom notes that are reread and highlighted. Regular review reduces test anxiety and allows time for information to be absorbed. Review periods should be scheduled well in advance, with planned daily reviews, weekly reviews, and major reviews. For some subjects, study groups are an effective tool if groups are composed of dedicated students who set their agendas to avoid wasting time. On exam day, the student should arrive early and get organized. It is also important to pay attention to verbal directions as tests are distributed and to read the directions carefully. Scanning the entire test to notice how many points each section is worth is important. Specific advice is given for multiple-choice, true-false, open-book, short-answer, and essay tests. Four sources are listed for further reading. (SLD)

UD

ED 376 263 UD 030 177
Burnett, Gary And Others
The Unfulfilled Mission of Title 1/Chapter 1 Programs. Urban Diversity Series No. 105.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 94
Contract—RR93002016
Note—70p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Basic Skills, *Compensatory Education, Disadvantaged Youth, Educational Change, Educational Equity (Finance), Educational History, *Educationally Disadvantaged, Elementary Secondary Education, *Federal Government, Government Role, *High Risk Students, Local Government, Minority Groups, Models, National Programs, Poverty, *Program Effectiveness, Program Evaluation, Resource Allocation, State Government, Supplementary Education, Urban Schools
Identifiers—*Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I, Hawkins Stafford Act 1988

Critics of the Federal Title I and Chapter 1 compensatory education programs to increase the academic skills of disadvantaged children suggest that the return for the Federal investment has been small and that designers have not created programs that work. When the compensatory education programs were conceived, their promise was immense. During its 30-year history, the Federal initiative has been affected by regulatory structures and by demographic and educational changes in the nation. Although program goals were fairly clear, the program has become increasingly intricate and often confusing. Particular aspects of pull-out, add-on, in-class programs, and schoolwide projects are examined, along with program impacts on curriculum and instruction, parent participation, teacher education, and the education of minority students. Suggestions for the improvement of the Title I and Chapter 1 programs center on restoring their original goals and returning to the idea of improving education to the point at which compensatory programs are no longer needed at all. (Contains 66 references.) (SLD)

ED 377 255 UD 029 948
Schwartz, Wendy
Anti-Bias and Conflict Resolution Curricula: Theory and Practice. ERIC/CUE Digest No. 97.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-3; ISSN-0889-8049
Pub Date—May 94
Contract—RR93002016
Note—4p.; For a related document, see ED 371 085.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Conflict Resolution, Directories, Educational Methods, Elementary School Students, Elementary Secondary Education, Equal Education, Minority Groups, Prevention, Profiles, Program Content, Program Design, *Racial Attitudes, *Racial Bias, Secondary School Students, Selection, Violence
Identifiers—Diversity (Groups), ERIC Digests

This report is based on information obtained from a survey conducted by the ERIC Clearinghouse on Urban Education and provides a brief overview of the different programmatic approaches to bias reduction and violence prevention. The characteristics of the projects are discussed in terms of their underlying philosophy, the issues covered, training methods used, and the targeted populations. It explains that different philosophies drive these projects, and that, although most training programs deal with all the issues–prejudice, bias, conflict resolution, discrimination reduction, and violence prevention–the emphasis placed on any one issue can greatly vary from program to program. Training methods also vary among programs from interaction between trainer and trainees to sole reliance on scripted programs. Important points in selecting a particular project are to understand that a project's underlying philosophy will significantly influence the target population being trained and that the service packages of the various projects differ as much as their programs do. To make the right match be-

tween program and target audience therefore, it is important to gain as much detailed information as possible about every aspect of the project. (Contains 4 references.) (GLR)

ED 377 256 UD 030 119

Ascher, Carol

Gaining Control of Violence in the Schools: A View from the Field. ERIC Digest No. 100.

ERIC Clearinghouse on Urban Education, New York, N.Y.; National Education Association, Washington, DC. Center for the Revitalization of Urban Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-94-6; ISSN-0889-8049

Pub Date—Sep 94

Contract—RR93002016

Note—6p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, Conferences, Crime Prevention, Economically Disadvantaged, Educational Needs, Elementary Secondary Education, Federal Aid, Prevention, Public Schools, School Community Relationship, *School Safety, *School Security, Secondary Education, *Student Behavior, Teacher Student Relationship, *Urban Schools, *Violence

Identifiers—ERIC Digests, National Education Association

This ERIC digest presents a summary of discussions from urban educators who addressed the issue of school violence at a National Education Association meeting held May 19, 1994. These educators note that American society is steeped in violence, particularly in urban areas, where children experience frustration, helplessness, and anger, and where they more often express that anger in violent ways. Schools in urban areas tend to be large, overburdened, and impoverished, which creates a disconnection between the teacher and student. There is increasing isolation between teachers and their peers, administrators, and the surrounding community. Security forces and metal detectors are making schools small fortresses, creating a feeling of false security, and Federal antiviolence funding is generally too restrictive or duplicative. Ideas for solving this problem include more appropriate in-service and long-term, preprofessional training not only for teachers but for virtually all school employees. Prevention programs must foster mutual respect among students and school staff. There must also be an expanded role for guidance counselors, greater involvement of parents, and an increased awareness of the posttraumatic effects on children who witness violence. Finally, planning for safe schools must involve school staff, parents, and representatives from community groups and agencies. (GLR)

ED 377 257 UD 030 120

Schwartz, Wendy

Improving the School Experience for Gay, Lesbian, and Bisexual Students. ERIC Digest No. 101.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-94-7; ISSN-0889-8049

Pub Date—Oct 94

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Environment, Educational Legislation, *Equal Protection, High Schools, *Homophobia, *Homosexuality, *Lesbianism, *Policy Formation, Public Schools, Secondary Education, Social Support Groups, Staff Development, Student Behavior, *Student Rights, Urban Schools

Identifiers—ERIC Digests

This ERIC digest discusses meeting the needs of lesbian, gay, bisexual, and transgendered school youth, i.e., supporting their ability to learn while maintaining an environment for them that is free from physical and psychological abuse. It describes the various policy initiatives protecting the rights of lesbian and gay students and indicates that urban schools are now developing programs to help lesbian and gay students feel included and respected. Initiatives include the use of gay and lesbian support groups that can offer services such as counseling, peer support, health information, and referrals; curricula changes that include positive references about gays and lesbians and inclusion of gay studies courses; and appropriate training for school staff that can be delivered by gay service organizations. Special schools geared toward gays and lesbians, such as Harvey Milk High School in New York City, have also been developed. A list of suggestions is provided for districts and schools that want to develop supportive environments for gay and lesbian students without necessarily implementing a full-scale program or adding significantly to their budgets. (Contains 10 references.) (GLR)

ED 377 271 UD 030 198

Raywid, Mary Anne

Selecting the Focus of a Focus School. ERIC/CUE Digest Number 102.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-94-8; ISSN-0889-8049

Pub Date—Nov 94

Contract—RR93002016

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Change, Elementary Secondary Education, *Equal Education, *Organizational Effectiveness, School Districts, School Effectiveness, *School Restructuring, Selection, *Urban Schools

Identifiers—ERIC Digests, *Focus Schools, Reform Efforts

This digest discusses issues in the selection of an appropriate focus for a focus school. Schools with a theme and schools targeted for particular students, which are both components of the focus-school genre, have long been a part of the nation's education system. A number of school districts, especially in urban areas, have established focus schools to such an extent that 44 percent of the nation's multischool districts now have such schools. Equity issues and effectiveness concerns are issues of principle that must be considered. With regard to organization, the focus may be on the curriculum, the method of instruction, or the orientation or worldview embraced by the school. Any theme or focus must possess a logical coherence and transformative power. A school that fulfills its promise as a focus school is also a restructured school. Contains 15 references. (SLD)

ED 377 293 UD 030 221

Raywid, Mary Anne

Focus Schools: A Genre To Consider. Urban Diversity Series No. 106.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 94

Contract—RR93002016

Note—61p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Catholic Schools, Educational Practices, High Schools, Holistic Approach, *Magnet Schools, *Nontraditional Education, *Program Development, Teaching Methods, *Urban Schools, Values

Identifiers—*Focus Schools, Specialist Schools

In spite of a widespread commitment to the comprehensive high school, the nation has long had specialty or theme schools and schools that target particular children. Magnet schools, alternative schools, and Catholic schools illustrate that the idea of specialized schools is not new. Recently, the concept has received a boost from a study by the RAND Corporation that suggests that specialized focus or theme schools would probably be best for most students. This paper examines the nature of such schools, their rationale, and their track records. A focus school has a clear, coherent mission, with a commitment both to character and academic development. It features a core of shared content and experiences and emphasizes the reciprocal responsibilities of students and adults, as it stresses student outcomes. Important characteristics of a focus school are identified as (1) having a breadth sufficient to articulate a full school program; (2) demonstrating real directive significance; (3) emphasizing logical coherence in the theme; and (4) possessing real transformative power. (Contains 59 references.) (SLD)

ED 378 267 UD 030 240

Inger, Morton

Year-Round Education: A Strategy for Overcrowded Schools. ERIC/CUE Digest Number 103.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-94-9; ISSN-0889-8049

Pub Date—Dec 94

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cost Effectiveness, *Crowding, *Educational Environment, Elementary Secondary Education, Enrollment Trends, Parent Attitudes, Satisfaction, School Organization, *School Schedules, Student Attitudes, Teacher Attitudes, *Year Round Schools

Identifiers—ERIC Digests

Confronted by overcrowded schools and tight budgets, school districts in about 30 states are keeping schools open year round. This is not extending the school year; year-round students attend the same number of days as those on the traditional calendar, but the year-round students have several short breaks. More students can fit into existing buildings, saving millions on construction costs. Most year-round schools use a multi-track calendar, with the most popular schedule being 45 days of class (9 weeks) followed by 15 days off (3 weeks). The chief reason is to avoid the cost of building new schools. The primary educational benefit is that year-round schooling facilitates continuous learning and reduces the need for review. While community opposition is usually strong at the outset, parental attitudes become progressively more positive as the programs continue. Teacher acceptance, generally more favorable to begin with, also increases over time. In one survey, 82 percent of students were satisfied with year-round schooling. (Contains 8 references.) (SLD)

ED 379 386 UD 030 314

Goodwin, A. Lin

Asian Americans and Pacific Islanders in Teaching. ERIC/CUE Digest Number 104.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-1; ISSN-0889-8049

Pub Date—Feb 95

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian Americans, *College Faculty, Doctoral Degrees, Elementary Secondary Education, *Enrollment, Higher Education, Masters Degrees, *Pacific Americans, Population Trends, *Preservice Teacher Education, *Teaching (Occupation)

Identifiers—ERIC Digests

This digest reviews available data on Asians and Pacific Islanders (API) to assess their presence in the teaching profession. Although they are a rapidly expanding part of both the population and school enrollments, APIs constitute only one percent of all teachers, and are largely absent from teacher preparation programs, with their mean registration in such programs at about one percent. A national study conducted by the American Association of

Colleges for Teacher Education (ACTE)/Metropolitan Life (1990) surveyed 472 students from 42 colleges of education on their teacher preparation experiences. Only 18 API students were included in the sample. Of those in teacher education programs, only one-third aspired to Master's degrees, as compared to 41 percent of Hispanics, 54 percent of Blacks, and 70 percent of Whites. Data from the National Center for Education Statistics (NCES) in 1994 show that APIs also constitute only 1.5 percent of teacher education faculty. APIs do receive doctorates in other non-education fields at disproportionately high rates. Understanding why APIs do not see teaching as an attractive profession, and the barriers that might prevent them from teaching is important for the effort to build a truly inclusive teaching force. (Contains 13 references.) (SLD)

ED 383 783 UD 030 453

Schwartz, Wendy

School Programs and Practices for Homeless Students. ERIC/CUE Digest, Number 105.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-2; ISSN-0889-8049

Pub Date—Apr 95

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Ancillary School Services, Costs, *Disadvantaged Youth, Economically Disadvantaged, Educational Policy, *Educational Practices, Elementary Secondary Education, *Homeless People, Program Implementation, *Urban Schools, Urban Youth

Identifiers—ERIC Digests, Shelters, Stewart B McKinney Homeless Assistance Act 1987

In response to the Stewart B. McKinney Homeless Assistance Act and its amendments, most urban schools have created special programs for homeless students to help them succeed academically and to offer them access to social services and a safe and stress-free environment. Recruitment, enrollment, and service coordination policies are adapted to the needs of the children and the community. Ways to educate homeless students range from total segregation to complete mainstreaming. Educating homeless children in schools for them alone may be prohibitively expensive. Another way to serve homeless children as a group is to move classes to shelters to reach children who cannot come to school. Integrating homeless children into the school as quickly as possible is a more common approach, intended to avoid stigmatization and to nurture the psychosocial development of the students. Increasing overall well-being is the goal of most school policies for homeless students, whether they focus on instruction, curriculum, tutoring, or ancillary services. Respect and caring can do as much as discrete educational strategies. (Contains 6 references.) (SLD)

ED 384 681 UD 030 492

Burnett, Gary

Urban Education Resources on the Internet. ERIC/CUE Digest Number 106.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-3; ISSN-0889-8049

Pub Date—Jun 95

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Computer Networks, Computer Uses in Education, Elementary Secondary Education, Higher Education, Information Dissemination, *Information Networks, *Minority Groups, *Resources, *Urban Education, *User Needs (Information)

Identifiers—ERIC Digests, Gopher, *Internet, Language Minorities, World Wide Web

This digest provides a sample of the best current Gopher and World Wide Web (WWW) resources devoted to urban and minority education, and provides Gopher addresses whenever possible in addition to Uniform Resource Locator addresses. Sites that have been developed specifically to offer resources and support to urban educators include: (1) UEweb, a resource developed by the ERIC Clearinghouse on Urban Education; (2) the North Central Regional Educational Laboratory Gopher; (3) the Urban Education Project of Research for Better Schools, Inc.; (4) News from the Urban Education Front; (5) the Children and Youth at Risk Gopher of the Center for Research on Human Development and Education; and (6) the Pluribus Unum Gopher of the National Center for Restructuring Education, Schools, and Teaching. A number of Internet sites provide resources for educators serving bilingual and language minority children. These include: the National Clearinghouse for Bilingual Education (NCBE) Gopher; the Linguistic Minority Research Institute (LMRI) Gopher; the National Center for Research on Cultural Diversity and Second Language Learning Gopher; and Chicano/LatinoNet. In addition, a growing number of urban schools and districts are showing up on the Internet. These include: The Rice School/La Escuela Rice; George Washington High School's GeorgeWeb; Ralph Bunche School; Bronx High School of Science; Jean Baptiste Pointe DuSable High School; the School District of Philadelphia, Pennsylvania; and San Francisco, California Unified School District. (SLD)

ED 384 682 UD 030 493

Burnett, Gary

Overcrowding in Urban Schools. ERIC/CUE Digest Number 107.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-4; ISSN-0889-8049

Pub Date—Jul 95

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Size, *Crowding, Educational Planning, Extended School Day, Low Income Groups, Personal Space, *Physical Environment, *Resource Allocation, *Space Utilization, Urban Environment, Urban Problems, *Urban Schools, Year Round Schools

Identifiers—*New York (New York)

The New York City Citizens' Commission on Planning for Enrollment Growth submitted a report on overcrowding in New York City schools that may serve as a guide to other cities striving to provide an effective education for ever-increasing numbers of students. Research on the impact of school overcrowding has been inconclusive, but there is some evidence that, especially in schools with a high proportion of students living in poverty, overcrowding can have adverse impacts on learning. It is unquestionable that it has a direct, and often severe, impact on the logistics of the school day. In cases where increases in school enrollment are expected to continue, the only guaranteed long-term means of relieving overcrowding is the expensive and time-consuming process of building new schools or of renovating and adding to existing schools. In cases where increases in enrollment may be temporary or where stop-gap measures are needed while new schools are being built, there are a number of short-term solutions. These strategies, in general, fall into two categories: (1) finding new space, whether through leasing, collaborative arrangements, relocating administrative space, or the district-wide redistribution of space, and (2) using time to use existing space more fully; extended-day and year-round programs are central to this effort. Adequate space for learning must be recognized as a fundamental educational necessity. (SLD)

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Improving the School Experience for Gay, Lesbian, and Bisexual Students. ERIC Digest No. 101.
ED 377 257 (UD)
Indicators of Institutional Effectiveness. ERIC Digest.
ED 385 310 (JC)
Instructional Conversations in Native American Classrooms. ERIC Digest.
ED 376 733 (FL)
Integrated Library Systems. ERIC Digest.
ED 381 179 (IR)
Integrate, Don't Isolate! Computers in the Early Childhood Curriculum. ERIC Digest.
ED 376 991 (PS)
Integrating Foreign Language and Content Instruction in Grades K-8. ERIC Digest.
ED 381 018 (FL)
The Internet and Early Childhood Educators: Some Frequently Asked Questions. ERIC Digest.
ED 382 409 (PS)
Internet for Language Teachers. ERIC Digest.
ED 376 734 (FL)
Internet Resources for Community College Practitioners. ERIC Digest.
ED 385 326 (JC)
Internships and Reflective Practice: Informing the Workplace, Informing the Academy. ERIC Digest.
ED 376 459 (CS)
Job Search Skills for the Current Economy. ERIC Digest No. 150.
ED 376 274 (CE)
K-8 Foreign Language Assessment: A Bibliography.
ED 385 165 (FL)
La Disciplina Positiva (Positive Discipline). ERIC Digest.
ED 380 237 (PS)
La Evaluacion del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers). ERIC Digest.
ED 380 239 (PS)
Language Diversity and Language Arts. ERIC Digest.
ED 384 072 (CS)
Language Learning Strategies: An Update. ERIC Digest.
ED 376 707 (FL)
Leamos!-Let's Read! Parent-Meeting Leaders Guide.
ED 379 592 (CS)
Learning about Tasks Computers Can Perform. ERIC Digest.
ED 380 280 (SE)
Learning Together: Collaboration for Active Learning in the Elementary Language Arts. Teaching Resources in the ERIC Database (TRIED).
ED 384 915 (CS)
Libraries and the Internet. ERIC Digest.
ED 377 880 (IR)
Library Support Staff in an Age of Change: Utilization, Role Definition and Status. ERIC Digest.
ED 382 197 (IR)
Literacy, Work, and Education Reform. Summary of a Symposium Marking the Anniversary of the Center for Applied Linguistics (35th, November 10, 1994). Issues in ESL Literacy Education 3.
ED 379 970 (FL)
Locating Nonprint Materials in Adult, Career, and Vocational Education. ERIC Digest No. 153.
ED 377 312 (CE)
Making Mathematical Connections in High School. ERIC Digest.
ED 380 310 (SE)
Making Mathematical Connections in Middle School. ERIC Digest.
ED 380 309 (SE)
Making Mathematical Connections in the Early Grades. ERIC Digest.
ED 380 308 (SE)
Making the A: How To Study for Tests. ERIC/AE Digest.
ED 385 613 (TM)
Mandatory Continuing Education. ERIC Digest No. 151.
ED 376 275 (CE)
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ASHE-ERIC Higher Education Report No. 5.
ED 383 279 (HE)
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ERIC Digest.
ED 383 278 (HE)
Mediation in the Schools. ERIC Digest.
ED 378 108 (SO)
Metacognition and Reading To Learn. ERIC Digest.
ED 376 427 (CS)
Middle Level Education in Rural America. ERIC Digest.
ED 385 426 (RC)
Migrant Farmworkers and Their Children. ERIC Digest.
ED 376 997 (RC)
Multicultural Mathematics: A More Inclusive Mathematics. ERIC Digest.
ED 380 295 (SE)
Mythic-Archetypal Methods for the Language Arts. Hot Topic Guide No. 54.
ED 379 652 (CS)
National and State Perspectives on Performance Assessment. ERIC Digest E532.
ED 381 986 (EC)
National Data for Studying Rural Education: Elementary and Secondary Education Applications. ERIC Digest.
ED 383 518 (RC)
The National Geography Content Standards. ERIC Digest.
ED 381 480 (SO)
A National Language Policy for ESL. Issues in ESL Literacy Education 2.
ED 379 969 (FL)
National Standards for Civics and Government. ERIC Digest.
ED 380 401 (SO)
Native Language Literacy Instruction for Adults: Patterns, Issues, & Promises. Issues in ESL Literacy Education 1.
ED 373 611 (FL)
Older Adults: Learning in the Third Age. Information Series No. 358.
ED 375 324 (CE)
Outcome-Based Education: Defining the Language Arts Curriculum. Hot Topic Guide 56.
ED 380 808 (CS)
Outcome-Based Education, 1989-1992: Citations and Abstracts from the ERIC Database.
ED 376 446 (CS)
Outcomes-Based Education.
ED 379 765 (EA)
Outdoor Education and Troubled Youth. ERIC Digest.
ED 385 425 (RC)
Outreach and Retention in Adult ESL Literacy Programs. ERIC Digest.
ED 383 241 (FL)
Overcrowding in Urban Schools. ERIC/CUE Digest Number 107.
ED 384 682 (UD)
Parents and Children Together: Using the Library. Learning Package No. 52.
ED 379 590 (CS)
Parents as Tutors in Reading and Writing. Learning Package No. 51.
ED 379 589 (CS)
Performance Assessment in Early Childhood Education: The Work Sampling System. ERIC Digest.
ED 382 407 (PS)
Portrait of the Rural Community College. New Directions for Community Colleges, Number 90.
ED 384 407 (JC)
Preventing Violence in Schools.
ED 380 880 (EA)
Prices, Productivity, and Investment: Assessing Financial Strategies in Higher Education. ASHE-ERIC Higher Education Reports.
ED 382 093 (HE)
Prices, Productivity, and Investment: Assessing Financial Strategies in Higher Education. ERIC Digest.
ED 382 092 (HE)
PRIME: Parent Resources in Mathematics Education. Mathematics Education Resources: An Annotated Bibliography.
ED 378 053 (SE)
Priority on Learning: Efficient Use of Resources. ERIC Digest, Number 100.
ED 384 951 (EA)
Prison Literacy Programs. ERIC Digest No. 159.
ED 383 859 (CE)
Professional Development.
ED 381 136 (IR)
Professional Standards Development: Teacher Involvement. ERIC Digest.
ED 383 693 (SP)
Professional Teacher Development and the Reform Agenda. ERIC Digest.
ED 383 694 (SP)
The Program Evaluation Standards. ERIC/AE Digest.
ED 385 612 (TM)
The Project for Adult College Education (PACE): Student Characteristics, Perceptions, and Writing Development. ERIC Digest.
ED 385 316 (JC)
Questions To Ask When Evaluating Tests. ERIC/AE Digest.
ED 385 607 (TM)
Race and Gender in Adult Education. Trends and Issues Alerts.
ED 382 822 (CE)
Reading and Children with Dyslexia or Attention Deficit Disorders 1983-1992: Citations and Abstracts from the ERIC Database.
ED 376 447 (CS)
Reading Recovery Research, 1986-1992: Citations and Abstracts from the ERIC Database.
ED 376 449 (CS)
Reauthorized Migrant Education Program: Old Themes and New. ERIC Digest.
ED 380 267 (RC)
Reconceptualizing Professional Teacher Development. ERIC Digest.
ED 383 695 (SP)
Reflections on the Reggio Emilia Approach. Perspectives from ERIC/EECE: A Monograph Series No. 6.
ED 375 986 (PS)
Research on Mathematics Education Reported in 1994. Supplement to the July 1995 JRME.
ED 385 445 (SE)
Revision in the Writing Process. ERIC Digest.
ED 379 664 (CS)
The Risks of Rewards. ERIC Digest.
ED 376 990 (PS)
The Role of Career Education in School-to-Work Transition. Information Series No. 359.
ED 378 381 (CE)
The Role of Rural Schools in Rural Community Development. ERIC Digest.
ED 384 479 (RC)
Rural School Consolidation and Student Learning. ERIC Digest.
ED 384 484 (RC)

Say "YES" to Telephone Lines in the Classroom. ERIC Digest.
ED 377 829 (IR)
School-Based Management. ERIC Digest, Number 99.
ED 384 950 (EA)
School Counselor Role in Planning and Integrating Basic Skills. ERIC Digest.
ED 378 462 (CG)
School Counselors Collaborating for Student Success. ERIC Digest.
ED 377 414 (CG)
School Programs and Practices for Homeless Students. ERIC/CUE Digest, Number 105.
ED 383 783 (UD)
School-to-Work Transition. Trends and Issues Alerts.
ED 378 350 (CE)
School Violence Prevention. ERIC Digest, Number 94.
ED 379 786 (EA)
Selecting the Focus of a Focus School. ERIC/CUE Digest Number 102.
ED 377 271 (UD)
Service Learning. Trends and Issues Alerts.
ED 384 737 (CE)
Seven Steps to Responsible Software Selection. ERIC Digest.
ED 382 157 (IR)
Small Scale and School Culture: The Experience of Private Schools. ERIC Digest.
ED 376 996 (RC)
The Social Studies in Secondary Education: A Reprint of the Seminal 1916 Report with Annotations and Commentaries.
ED 374 072 (SO)
Sports Counseling: Helping Student-Athletes. ERIC Digest.
ED 379 532 (CG)
The Status and Scope of Faculty Evaluation. ERIC Digest.
ED 385 315 (JC)
Strategies for Teaching Critical Thinking. ERIC/AE Digest.
ED 385 606 (TM)
Systemic Education Reform.
ED 376 795 (IR)
Teacher Education in Global and International Education. ERIC Digest.
ED 384 601 (SP)
Teacher Portfolio Assessment. ERIC/AE Digest.
ED 385 608 (TM)
Teaching about Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina. ERIC Digest.
ED 377 139 (SO)
Teaching about Landmark Dissents in United States Supreme Court Cases. ERIC Digest.
ED 379 205 (SO)
Teaching Adults: Is It Different? Myths and Realities.
ED 381 690 (CE)
Teaching Democracy in East Central Europe: The Case of Poland. ERIC Digest.
ED 377 120 (SO)
Teaching Low-Level Adult ESL Learners. ERIC Digest.
ED 379 965 (FL)
Teaching Multilevel Adult ESL Classes. ERIC Digest.
ED 383 242 (FL)
Techniques for Authentic Assessment. Practice Application Brief.
ED 381 688 (CE)
Technology Making a Difference: The Peakview Elementary School Study.
ED 381 149 (IR)
Tech Prep. Myths and Realities.
ED 378 423 (CE)
Transitioning Adult ESL Learners to Academic Programs. ERIC Digest.
ED 385 173 (FL)
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective. ERIC Digest.
ED 379 915 (FL)
The Unfulfilled Mission of Title 1/Chapter 1 Programs. Urban Diversity Series No. 105.
ED 376 263 (UD)
Urban Education Resources on the Internet. ERIC/CUE Digest Number 106.
ED 384 681 (UD)
Using Multimedia for Distance Learning in Adult, Career, and Vocational Education. Information Series No. 362.
ED 384 828 (CE)
Using Performance Assessment in Outcomes-Based Accountability Systems. ERIC Digest E533.
ED 381 987 (EC)
Valuing Diversity in the Multicultural Classroom. ERIC Digest.
ED 378 846 (FL)
Vocational Education in the Middle School. ERIC Digest No. 155.
ED 377 314 (CE)
Vocational Support Strategies for Students with Emotional Disorders. ERIC Digest E534.
ED 383 152 (EC)
We Can Talk: Cooperative Learning in the Elementary ESL Classroom. ERIC Digest.
ED 382 035 (FL)
Welfare to Work: The Role of Adult Basic and Literacy Education. Practice Application Brief.
ED 381 689 (CE)
What! I Have To Give a Speech?
ED 374 492 (CS)
What's Right with Schools. ERIC Digest, Number 93.
ED 378 665 (EA)
The "Whole" Whole-Language Debate, 1988-1992: Citations and Abstracts "pro et contra" from the ERIC Database.
ED 376 448 (CS)
Workplace Literacy: Its Role in High Performance Organizations. ERIC Digest No. 158.
ED 383 858 (CE)
Workplace Literacy: Trends in the Literature. Trends and Issues Alerts.
ED 382 823 (CE)
Year-Round Education: A Strategy for Overcrowded Schools. ERIC/CUE Digest Number 103.
ED 378 267 (UD)
Your Guide to ERIC.
ED 376 861 (IR)

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

The Effects of Student-Teacher Ratios on Student Performance in Special Education. Research & Resources on Special Education, Abstract 22.
ED 377 641 (EC)
Peer Tutoring and Small Group Instruction. Research & Resources on Special Education, Abstract 18.
ED 377 639 (EC)
Prereferral Intervention: Using Mainstream Assistance Teams To Accommodate Difficult-To-Teach Students in General Education. Research & Resources on Special Education, Abstract 24.
ED 377 642 (EC)
Training Older Siblings To Enhance the Communications of Infants and Toddlers with Down Syndrome. Research & Resources on Special Education, Abstract 17.
ED 377 638 (EC)
Using Curriculum-Based Measurement To Select Instructional Strategies. Research & Resources on Special Education, Abstract 21.
ED 377 640 (EC)

Social Studies Development Center, Bloomington, Ind.

The Social Studies in Secondary Education: A Reprint of the Seminal 1916 Report with Annotations and Commentaries.
ED 374 072 (SO)

Document Resumes for Adjunct Clearinghouse Publications (Arranged by Adjunct)

The following sixteen (16) resumes represent publications produced by Adjunct ERIC Clearinghouses and announced in 1995. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouse with which they are associated.

ESL Literacy Education

ED 373 611 FL 800 817
Gillespie, Marilyn K.
Native Language Literacy Instruction for Adults: Patterns, Issues, & Promises. Issues in ESL Literacy Education 1.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002010
Note—42p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Literacy, Educational Assessment, *Educational Needs, Educational Trends, Information Needs, *Literacy Education, *Native Language Instruction, Program Descriptions, Program Design, Program Development, Research Needs, Staff Development, Trend Analysis
The profile of native language literacy instruction for adults looks at a variety of trends and issues in the design and improvement of such programs. The first section discusses what has been learned in the last few years about the kinds of instruction offered, including basic program characteristics and models for curriculum, instruction, and assessment. Six programs are described in this section. The second section focuses on the rationale for offering native language literacy instruction to adults, examining sociopolitical, linguistic, sociocultural, and sociocontextual reasons and the importance of literacy for content learning. The third section highlights key areas in which even limited investment of resources can bring program improvement. These areas include demonstration projects, development of a common data bank, and staff development activities. Finally a research agenda is outlined. Research areas of particular interest include transfer of native language literacy knowledge and skills to a second language, collaborative program-based research, language use in communities and classrooms, teacher inquiry and action research, longitudinal studies, and surveys. Contains 75 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 375 688 FL 800 824
Holt, Daniel D., Ed.
Assessing Success in Family Literacy Projects: Alternative Approaches To Assessment & Evaluation. Language in Education Theory & Practice 85.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Arlington, Va.; Delta Systems Inc., McHenry, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-85-6
Pub Date—94
Contract—RI89166001
Note—154p.
Available from—Delta Systems Co., Inc., 1400 Miller Pkwy, McHenry, IL 60050.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Guides, Classroom Observation Techniques, *English (Second Language), *Family Programs, Holistic Approach, Interviews, *Literacy Education, *Measurement Techniques, Needs Assessment, Program Development, *Program Evaluation, Sampling, *Student Evaluation, Student Placement, Surveys, Teaching Guides
Identifiers—*Family Literacy
A discussion of family literacy projects focuses on alternatives to traditional methods of program evaluation. In the first chapter, the distinction between standardized and alternative assessments is clarified and the special evaluation needs of family literacy projects are highlighted. The remainder of the handbook is intended to help program staff members design and implement appropriate alternative approaches to assessment. Each chapter addresses a different aspect of assessment and evaluation. Chapter 2 contains a model for integrating program planning, implementation, and evaluation activities. Chapter 3 addresses initial assessment, including needs assessment, intake, and placement, suggesting strategies for using these to yield accurate baseline information. The fourth chapter describes how alternative approaches can be used to document learners' progress toward instructional objectives, and the fifth chapter suggests uses for surveys, performance samples, focus groups, and observation techniques to measure and demonstrate progress toward program goals. The final chapter describes the process used in designing and field testing this handbook, using the planning model presented earlier and offering methods for refining the project in question. A glossary is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 846 FL 800 858
Quintero, Elizabeth
Valuing Diversity in the Multicultural Classroom. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-05
Pub Date—Nov 94
Contract—RI93002010
Note—4p.; Adapted, with permission, from "Immigrant Learners and Their Families: Literacy to Connect the Generations."
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Cultural Awareness, *Cultural Pluralism, Curriculum Design, Curriculum Development, *English (Second Language), *Family Programs, Family Role, *Literacy Education, Multicultural Education, Student Interests
Identifiers—*Diversity (Student), ERIC Digests
Increasingly, educators understand that learners represent a complex array of personal experiences, values, and intentions that can inform curriculum development and classroom instruction. This is particularly true of the diverse population in English-as-a-Second-Language (ESL) and family ESL literacy programs. Educators respect and honor their learners' ways of knowing when they create and work from curricula that emerge from issues important to them. In effective family literacy programs, diverse ways of knowing are explored and valued, and it is important that learning be multi-directional: children, parents, and teachers all learn from one another by sharing experiences. Participatory techniques, such as comparing social and family values of the cultures represented in the classroom, have several benefits: they provide a forum for discussing learner knowledge; do not force participants to devalue their own cultures; and provide valuable information for teachers and their own and other cultures. Comments of adults in intergenerational literacy programs reflect these benefits. Contains a brief list of references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 847 FL 800 859
Schlessman-Frost, Amy
Collaboration in Adult ESL and Family Literacy Education. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-06
Pub Date—Dec 94
Contract—RI93002010
Note—4p.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Bilingual Education, *Educational Cooperation, *English (Second Language), Ethics, Evaluation Methods, *Family Programs, Information Networks, Literacy Education, *Participative Decision Making, *Partnerships in Education, Telecommunications
Identifiers—ERIC Digests, *Family Literacy, New Mexico, Policy Issues
The current trend toward collaboration is having an impact on the fields of adult basic education and adult English-as-a-Second-Language (ESL) and literacy education. This digest looks at collaboration for adult ESL programs and for family bilingual and ESL literacy programs. It discusses the distinctions among cooperation, coordination, and collaboration; presents a framework for collaboration; reports on uses of technology for collaboration; and explores ethical considerations, evaluation concerns, and policy issues. Each of these areas is examined in turn, and it is concluded that: collaborative efforts can offer better services than individual agencies can offer separately; the democratic nature of collaboration should benefit all participants–while providing the best services to clients. An inset briefly notes two successful collaborations in New Mexico, one urban and one rural. (Contains 10 references.) (Adjunct ERIC Clearinghouse on ESL Literacy Education) (LR)

ED 378 848 FL 800 860
Weinstein-Shr, Gail
Family and Intergenerational Literacy in Multilingual Families ERIC Q & A. [Revised.]
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 92
Contract—RI89166001
Note—6p.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, Competency Based Education, Cooperation, Cultural Background, Curriculum Development, Curriculum Guides, *English (Second Language), Ethnography, Immigrants, *Intergenerational Programs, *Literacy Education, Multilingualism, Parent Child Relationship, Parent Participation, Parent School Relationship, Reading Aloud to Others, Story Telling, Teaching Methods
Identifiers—*Family Literacy, *Intergenerational Relationship, Promising Practices
Five questions and answers are presented in this document. They are as follows: (1) Are family literacy and intergenerational literacy the same? The first term, it is explained, focuses on the parent and child, while the second term, used in the broader sense, involves other adults such as grandparents

and neighbors, etc. (2) What are the goals of family and intergenerational programs, and what are some models for working toward those goals? Answer: The goals of both types of programs include: promoting parental involvement; improving attitudes and values as well as skills linked to reading; increasing families' sense of the wider social significance of reading; and addressing the unique difficulties of multilingual families that have been uprooted and displaced. (3) What instructional approaches, methods and techniques are used in family literacy programs? The answer provides two approaches. The are: the competency-based method; and the participatory approach. It is noted that several programs, including Even Start, of Washington state, combine both approaches. (4) What materials and resources have been developed for family and intergenerational programs? Different types of curriculum that will address particular concerns are described in the answer. (5) what are some promising directions for the future? The answer describes four characteristics that all promising programs appear to have in common. Such programs: build on family strengths; see collaboration between child and adult educators as crucial; value traditional culture; and conduct ethnographic research. (Contains 28 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (LR)

ED 379 964 FL 800 896

Weinstein-Shr, Gail, Ed. Quintero, Elizabeth, Ed.

Immigrant Learners and Their Families: Literacy To Connect the Generations. Language in Education: Theory & Practice 84.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937354-84-8

Pub Date—95

Contract—RI89166001

Note—173p.

Available from—Delta Systems, Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Curriculum Design, Family Programs, *Family Role, *Immigrants, *Intergenerational Programs, *Literacy Education, Personal Narratives, Program Descriptions, *Program Design, Program Evaluation, Student Journals

Teachers' and developers' descriptions of intergenerational literacy programs for immigrants are collected here. Topics addressed include appropriate program design, the quality of intergenerational collaboration, student journals, learner-centered curriculum design, traditional and personal storytelling as a literacy approach, education and refugee experiences, student and program assessment, and the benefits of intergenerational programs. Articles include: Program Design: Focus on Collaboration"; "Literacy Program Design: Reflections from California" (Grace D. Holt, Daniel D. Holt); "Lessons in Collaboration: An Adult Educator's Perspective" (Jessica Dilworth); "Connecting Through Culture Brokers: Promise and Pitfalls" (Nora Lewis, Cecilia Varbero); "Family Collaboration in Children's Literacy: When Journals Travel Home" (Daniel J. Doorn); "Curriculum: Drawing on Learner Strengths"; "From Deficit to Strength: Changing Perspectives on Family Literacy" (Elsa Roberts Auerbach); "Memories of Miami in the Family Literacy Class" (Loren McGrail); "Literacy from Within: the Project FIEL Curriculum" (Ana Huerta-Macias); "Our Stories To Transform Them: A Source of Authentic Literacy" (Maritza Arrastia); "Where We Are, Where We're Going"; "Learning from Uprooted Families" (Gail Weinstein-Shr); "Evidence of Success: Learner Assessment and Program Evaluation in Innovative Programs" (Heidi Spruck Wrigley); and "Magic and Risk: Lessons for the Future" (Elizabeth Quintero). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 965 FL 800 897

Holt, Grace Massey

Teaching Low-Level Adult ESL Learners. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-94-07

Pub Date—Jan 95

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Learning, Adult Students, Classroom Techniques, Educational Needs, *English (Second Language), *Instructional Materials, *Introductory Courses, Limited English Speaking, *Literacy Education, Media Selection, Needs Assessment, Second Language Instruction, *Student Centered Curriculum, Student Characteristics, Student Needs

Identifiers—ERIC Digests

In recent years, the English-as-a-Second-Language (ESL) teaching profession has made discoveries about teaching beginning or low-level adult learners (those with little or no schooling in their native languages, learners who may not be familiar with the Roman alphabet, those with learning disabilities, and those literate in their native languages but who wish a slower-paced class and would benefit from literacy-class activities). Assessment or screening can be made orally or through reading, writing, or classroom observation. Classroom techniques and approaches that relate directly to student needs and involve students actively are found most effective. They include: building on students' personal experiences; using students as resources; sequencing activities from less to more challenging; building redundancy into the curriculum; combining enabling skills with language experience and whole-language approaches; combining life-skill reading competencies with phonics, word recognition, word order, word spacing, reading words in context, and reading comprehension; using cooperative/interactive learning activities; and varying techniques for diverse learning styles. Instructional materials might consist of realia, flash cards, pictures or phonographs, tape recorder and cassette tapes, overhead projector and video player with related materials, a pocket chart, alphabet sets, camera, games, index cards, manipulatives, children's literature, and art supplies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 966 FL 800 898

Schwarz, Robin Burt, Miriam

ESL Instruction for Learning Disabled Adults. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-94-08

Pub Date—Jan 95

Contract—RR93002010

Note—4p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, Classroom Techniques, Diagnostic Tests, *English (Second Language), *Identification, Instructional Materials, Language Teachers, *Learning Disabilities, *Literacy Education, Screening Tests, Second Language Instruction, Student Evaluation, Teacher Education, Teaching Methods

Identifiers—ERIC Digests

Lack of success of some adult learners of English as a Second Language may be due to learning disabilities (LD). Review of research reveals that LD can affect every aspect of learning, impairing single or multiple skills and sometimes appearing in the second language when not in the first. Identification of adult ESL learners as having LD can be stigmatizing, and can be confused with other conditions or circumstances, including limited educational experience, lack of effective study habits, native language interference, mismatched learning and teaching styles, or external, personal problems. Standardized testing for LD learner assessment may be biased toward native English-speakers or younger learners, and multiple assessment measures are preferable. These include a native-language interview, portfolio assessment, phonological tests, and vision and hearing screening. Instruction should be highly structured and predictable, include opportunities for using several senses and learning strategies, provide constant structure and multisensory review, build on learner strengths, simplify language but not content, and reinforce main ideas and concepts through rephrasing. Use of technology in this area is not well documented. Two programs funded to research assessment and teaching techniques for this population are in Arlington, Virginia and Minneapolis, Minnesota. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 969 FL 800 906

Wrigley, Heide Spruck Ewen, Danielle T.

A National Language Policy for ESL. Issues in ESL Literacy Education 2.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Contract—RR93002010

Note—43p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activism, *Adult Education, Change Strategies, Educational Needs, *Educational Policy, *English (Second Language), Federal Legislation, Federal Programs, *Language Planning, *Literacy Education, Policy Formation, *Public Policy, Social Change

Identifiers—*Adult Education Act

Discussion of national language policy concerning adult English-as-a-Second-Language (ESL) education examines conditions in American demographics and adult education, looks at kinds of policy required to meet predicted educational needs, and encourages ESL educators to become involved in the policy formation process. The first section discusses need for national adult ESL education policy, surveying trends in ESL instruction across federal and private sectors. It concludes with a call to action, suggesting three interdependent strategies for creating ESL-related policy. The second section elaborates on these strategies, examining key issues that must be addressed if the profession is to present a coherent, comprehensive ESL policy agenda to Congress. Characteristics of the adult ESL population and its educational needs are outlined, policy changes are suggested in areas of funding, recognition, and program quality improvement, and general policy recommendations are made. A concluding section describes actions that ESL professionals can take at the classroom, program, district, and state levels. Appended materials include notes on procedures for legislative review of the Adult Education Act, a timeline for involvement of ESL educators, glossary of acronyms, description of one adult ESL professional's experiences with policy formation, and list of related electronic message services. Contains 23 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 970 FL 800 907

Literacy, Work, and Education Reform. Summary of a Symposium Marking the Anniversary of the Center for Applied Linguistics (35th, November 10, 1994). Issues in ESL Literacy Education 3.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Contract—RR93002010

Note—23p.

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Change Strategies, Educational Change, *Educational Policy, *English (Second Language), Foreign Countries, Language Teachers, *Literacy Education, Outcomes of Education, Professional Development, *Public Policy, Second Language Instruction, Student Evaluation
Identifiers—*Canada
The November 1994 symposium on adult English-as-a-Second-Language (ESL) instruction and literacy brought together ESL, literacy, and adult education professionals to share perspectives. Two keynote addresses are summarized: "Facing the Facts of Life, Literacy, and Work" (Shirley Brice Heath), which looks at trends in the nature of work in American society, and "Language, Literacy, and Education Reform" (Augusta Souza Kappner), which considers educational legislation needs. A question-and-answer session with the two speakers is also transcribed. Following this, three panel presentations are summarized: "Adult Education in the Workplace" (Allene Guss Grognet), based on observation of ESL and other adult learners in the workplace; "Assessment of Learner Outcomes" (Alister Cumming), an examination of trends in Canadian policy for adult ESL literacy education; and "Professional Development for Adult Literacy Educators" (JoAnn Crandall), which discusses the professionalization of the adult ESL literacy field. Additional comments by Grognet and Cumming are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 383 241 FL 800 995
Brod, Shirley
Outreach and Retention in Adult ESL Literacy Programs. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-01
Pub Date—May 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Cooperation, *English (Second Language), Language Enrollment, *Literacy Education, *Outreach Programs, *School Holding Power, Second Language Instruction, Second Language Learning, Teaching Methods
Identifiers—ERIC Digests
Adults learning English as a Second Language (ESL) come from different cultures and countries, vary in their education backgrounds, and have diverse reasons for learning English. While reports of overcrowded classrooms and long waiting lists for classes might indicate that intensive outreach and retention efforts are not necessary, many successful programs work hard to enhance outreach and ensure retention. This digest discusses outreach methods, examines learners' reasons for enrolling in ESL classes and for leaving the classes, and suggests ways to improve retention. The digest is divided into the following sections: (1) outreach (learners, program partners, the media, bilingual support staff); (2) why learners enroll in adult ESL classes; (3) why adult learners leave programs; (4) ensuring retention from the start; (5) setting realistic goals and reporting progress; (6) using varied approaches to instruction; and (7) collaborating to provide services. (JL)

ED 383 242 FL 800 996
Shank, Cathy C. Terrill, Lynda R.
Teaching Multilevel Adult ESL Classes. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-02
Pub Date—May 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Classroom Techniques, *English (Second Language), Grouping (Instructional Purposes), Independent Study, Instructional Materials, *Literacy Education, *Multilevel Classes (Second Language Instruction), Needs Assessment
Identifiers—ERIC Digests
Teachers in multilevel adult English-as-a-Second-Language classes are challenged to use a variety of materials, activities, and techniques to engage the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes, explains grouping strategies, discusses a self-access component–independent work for learners, and offers suggestions for managing the classes. Contains 13 references. (JL)

ED 385 171 FL 801 025
Fitzgerald, Nicholas B.
ESL Instruction in Adult Education: Findings from a National Evaluation. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-03
Pub Date—Jul 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Educational Assessment, *Educational Demand, *English (Second Language), Federal Legislation, Federal Programs, *Literacy Education, National Surveys, Program Design, Public Policy, Second Language Instruction, *Student Characteristics
Identifiers—ERIC Digests
A 1994 Department of Education national evaluation of federally-supported adult education programs looked at programs' effectiveness in improving literacy skills, English language proficiency, and secondary school completion. National policy on adult literacy education is articulated in the Adult Education Act (AEA) and National Literacy Act, which amended the AEA in 1990. These provide for adult basic education (ABE), adult secondary education (ASE), and English-as-a-Second-Language (ESL) instruction. Current ESL adult learners are primarily Hispanic and Asian, living in urban areas and the west, foreign-born, literate in their first language, and of limited oral English proficiency. About two-thirds of adult education programs provide ESL instruction, commonly offered through public schools. ESL program components often have larger enrollments and larger classes than ABE or ASE, and participants acquire three to four times as much instruction. Self-reports of ESL clients and standardized test scores indicate that instruction improves basic English skills and enhances employability, and ESL clients show interest in continuing their education. While the ESL target population is much smaller than the ASE target population, ESL services are in greatest demand, and demand exceeds current capacity. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 172 FL 801 026
Schlusberg, Paula Mueller, Tom
English as a Second Language in Volunteer-Based Programs. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-04
Pub Date—Jul 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Classroom Environment, Classroom Techniques, Course Content, *English (Second Language), Instructional Materials, *Literacy Education, Program Design, Second Language Programs, Small Group Instruction, Tutorial Programs, *Voluntary Agencies, *Volunteers, *Volunteer Training
Identifiers—ERIC Digests
Frequently, English-as-a-Second-Language (ESL) programs for adults use volunteers as primary or auxiliary providers of instruction. Two primary national volunteer organizations and a number of other national organizations support volunteer ESL and basic literacy instruction, and many states have literacy councils that coordinate and provide technical assistance to community-based organizations. Many of these groups also provide literacy instruction for native English-speakers. Instruction is most often individual or provided in small groups. Community sites, workplace settings, residential centers, correctional institutions, and learners' home are used as instructional settings. Adults served by the volunteer programs reflect the diverse population seeking ESL instruction throughout the United States. Instruction tends to focus on oral skills, but also addresses initial literacy skills, and uses a wide variety of materials and instructional approaches. Although volunteer training varies, most is done in small groups and brief pre-service workshops. Training focuses on effective teaching practices, needs assessment, lesson planning, peer practice, and materials selection. Theoretical presentations may also be provided. Volunteer programs often help meet excess demand for ESL instruction, facing challenges similar to those of other ESL programs: limited resources, high turnover, and limited student contact. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 385 173 FL 801 027
Rance-Roney, Judith
Transitioning Adult ESL Learners to Academic Programs. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-95-05
Pub Date—Jul 95
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Articulation (Education), Attitude Change, *English (Second Language), *English for Academic Purposes, Language Proficiency, Learning Strategies, Literacy Education, Mainstreaming, Self Esteem, Student Attitudes, *Study Skills, Thinking Skills, Transfer of Training, *Transitional Programs, *Vocabulary Development
Identifiers—ERIC Digests
Few of the English-as-a-Second-Language (ESL) participants in adult education classes move on to academic ESL programs that prepare them for content area study or general educational development (GED) or high school equivalency instruction. The ESL literacy curriculum is currently mismatched with GED and academic ESL curricula in purpose, content, and context. Adult ESL and transitional programs can help students bridge this gap by providing them with: (1) motivation and belief in self-worth to face the challenges of academic and administrative demands; (2) knowledge of how to transition to the norms of the academic community; (3) conceptual development and critical thinking skills such as synthesis, analysis, and evaluation; (4) greater focus on language accuracy and careful language use; (5) extensiveness in reading and writing, and multiple skill integration thematically organized for in-depth study; (6) development of a larger vocabulary corpus centered on less-frequently-used academic terminology; and (7) integration and transfer of first-language (L1) skills and use of L1 in learning strategies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Law-Related Education

ED 378 108 SO 024 639
Trevaskis, David Keller
Mediation in the Schools. ERIC Digest.
Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—American Bar Association Chicago, IL. National Law-Related Education Resource Center.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-8
Pub Date—Dec 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conflict Resolution, Decision Making, Elementary Secondary Education, *Interpersonal Communication, Peer Counseling, *Problem Solving, *Resource Materials, *School Security, Student Behavior, Violence
Identifiers—ERIC Digests, Mediators, *Peer Mediation

This digest discusses mediation as a form of conflict management that is receiving widespread attention in schools. Mediation involves a neutral third person, called a mediator, who assists the disputants in resolving their problem with the consent of all parties. It offers a risk-free way to settle disputes for the parties involved. Unresolved and lingering conflict frequently leads to violence, interfering with productivity and the quality of life in schools and the community. Extensive data illustrate that instances of violence, including bias-related violence and disciplinary problems in schools, are severely interfering with the learning environment of students. The rising incidence of violence in the schools has led numerous school districts to implement a wide range of costly safety measures from purchasing metal detectors to hiring fulltime police officers. Because such measures do not attack the causes of violence, there is a growing consensus that the best way to handle violence in the schools and prevent its spread throughout the community is to defuse disputes before they turn violent. The Digest describes the formation of The National Association for Mediation in Education (NAME), provides an address and telephone number for the organization, and discusses how mediation is being used in the schools. The American Bar Association's five-part mediation procedure model is outlined. An 11-item list of references and ERIC resources concludes this digest. (DK)

APPENDIXES

ERIC Ready Reference #19
May 1996

ERIC at-a-Glance
ERIC System Components Graphically Displayed

ERIC

System Funding and Management

U.S. Department of Education
Office of Educational Research and Improvement
National Library of Education
Educational Resources Information Center

Clearinghouses

Adult, Career, and Vocational Education CE	Assessment and Evaluation TM	Community Colleges JC	Counseling and Student Services CG	Disabilities and Gifted Education EC	Educational Management EA	Elementary and Early Childhood Education PS	Higher Education HE
Information and Technology IR	Languages and Linguistics FL	Reading, English, and Communication CS	Rural Education and Small Schools RC	Science, Mathematics, and Environmental Education SE	Social Studies/ Social Science Education SO	Teaching and Teacher Education SP	Urban Education UD

Adjunct Clearinghouses

Art Education (To SO)	Chapter 1 (To UD)	Child Care (To PS)	Clinical Schools (To SP)	Consumer Education (To CE)	ESL Literacy Education (To FL)	International Civic Education (To SO)	Law-Related Education (To SO)	Test Collection (To TM)	U.S.-Japan Studies (To SO)

System Support Services

ERIC Processing and Reference Facility (Database Management)	ERIC Document Reproduction Service (EDRS) (Micrographics and Document Delivery)	ACCESS ERIC (Outreach)	U.S. Government Printing Office (GPO) (Publishing *Resources in Education*)

Private Sector

Vendors Offering ERIC-Related Services

ERIC Bibliographic Database Vendors

Online Access	CD-ROM
Data Star Knight-Ridder (Dialog) OCLC Ovid Technologies	EBSCO Knight-Ridder (Dialog) National Information Services Co. (NISC) Oryx Press SilverPlatter Information

ERIC Document/Article Delivery Services

Documents (Microfiche/Paper Copies)	Journal Article Reprints
DynCorp (operator of EDRS)	Colorado Alliance of Research Libraries (CARL) – UnCover Service Institute for Scientific Information (ISI) – Genuine Article Service University Microfilms International (UMI) – Article Reprint Service

Publishing

Current Index to Journals in Education (CIJE) - Oryx Press
Resources in Education (RIE) Annual Indexes - Oryx Press
Thesaurus of ERIC Descriptors - Oryx Press

ERIC Information Resources: Referral Databases; Digests in Full Text, Internet-Based Files/Services

America Online
CompuServe (gateway)
Internet (various locations providing database segments, digest full text, electronic library services, etc.)

Public Sector

Users

Administrators; Counselors; Curriculum and Program Developers; Journalists; Librarians; Media Staff; Parents; Policymakers; Researchers; School Boards; Students; and Teachers.

Prepared by ERIC Processing and Reference Facility

10031753

ERIC Ready Reference #6
May 1995

ERIC NETWORK COMPONENTS

The ERIC network of organizations is comprised of the following major components:

• ERIC Program Office

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, N.W.
Washington, DC 20208-5720
Telephone: 202-219-2289
FAX: 202-219-1817
e-mail: eric@inet.ed.gov

• ERIC Clearinghouses

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

• Adjunct ERIC Clearinghouses

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

• ERIC Support Components

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; **Toll Free:** 800-848-4815
FAX: 614-292-1260
e-mail: ericacve@magnus.acs.ohio-state.edu

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). Includes input from Adjunct ERIC Clearinghouse on Consumer Education.

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)
Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120; **Toll Free:** 800-464-ERIC (3742)
FAX: 202-319-6692
e-mail: eric_ae@cua.edu

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. Includes input from Adjunct ERIC Clearinghouse for the Test Collection.

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)
University of California at Los Angeles (UCLA)
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
Telephone: 310-825-3931; **Toll Free:** 800-832-8256
FAX: 310-206-8095
e-mail: eeh3rie@mvs.oac.ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes,and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)
University of North Carolina at Greensboro
School of Education
101 Park Building
Greensboro, North Carolina 27412-5001
Telephone: 910-334-4114; **Toll Free:** 800-414-9769
FAX: 910-334-4116
e-mail: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: 703-264-9474; **Toll Free:** 800-328-0272
FAX: 703-264-9494
e-mail: ericec@inet.ed.gov

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)
University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 503-346-5043; **Toll Free:** 800-438-8841
FAX: 503-346-2334
e-mail: ppiele@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: 217-333-1386; **Toll Free:** 800-583-4135
FAX: 217-333-3767
e-mail: ericeece@uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children.

ERIC Clearinghouse on HIGHER EDUCATION (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; **Toll Free:** 800-773-ERIC (3742)
FAX: 202-296-8379
e-mail: eriche@inet.ed.gov

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR)
Syracuse University
Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640
Toll Free: 800-464-9107
FAX: 315-443-5448
e-mail: eric@ericir.syr.edu
AskERIC (Question-answering service via Internet): askeric@ericir.syr.edu
Telephone: 315-443-9114

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, DC 20037-0037
Telephone: 202-429-9292; **Toll Free:** 800-276-9834
FAX: 202-659-5641
e-mail: eric@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)

Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; **Toll Free:** 800-759-4723
FAX: 812-855-4220
e-mail: ericcs@ucs.indiana.edu

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0465; **Toll Free:** 800-624-9120
FAX: 304-347-0487
e-mail: lanhamb@ael.org

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717; **Toll Free:** 800-276-0462
FAX: 614-292-0263
e-mail: ericse@osu.edu

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: ericso@indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts. Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Art Education, and Law-Related Education.

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; **Toll Free:** 800-822-9229
FAX: 202-457-8095
e-mail: ericsp@inet.ed.gov

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education. Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.

ERIC Clearinghouse on URBAN EDUCATION (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-9998
Telephone: 212-678-3433; **Toll Free:** 800-601-4868
FAX: 212-678-4012
e-mail: eric-cue@columbia.edu

The educational characteristics experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

ADJUNCT ERIC CLEARINGHOUSES

Adjunct ERIC CH for Art Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838 **Toll Free:** 800-266-3815
Fax: 812-855-0455
e-mail: clarkgil@indiana.edu

Adjunct ERIC CH on Chapter 1 (Compensatory Education)
Chapter 1 Technical Assistance Center
PRC Inc.
2601 Fortune Circle East
One Park Fletcher Building, Suite 300-A
Indianapolis, Indiana 46241-2237
Telephone: 317-244-8160; **Toll Free:** 800-456-2380
Fax: 317-244-7386
e-mail: prcinc@delphi.com

Adjunct ERIC CH on Child Care
National Child Care Information Center
301 Maple Avenue, Suite 602
Vienna, Virginia 22180
Telephone: 703-938-6555 **Toll Free:** 800-616-2242
Fax: 800-716-2242
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